Hamilton College 1977-78

133

Hamilton College does not discriminate on the basis of race, color, religion, national or ethnic origin, or sex in employment or in the administration of any program or policy, with the exception of admission to candidacy for the degree, which is limited to men. This policy complies with the requirements of Title IX.

The reproductions which appear throughout this book show the Hamilton College Chapel from several perspectives during various eras in the College's history.

Hamilton College Catalogue 1977-78

September 1977
Clinton, New York 13323

Hamilton Calendar 1977-78

September	6-8	Tues.-Thurs.	Freshman Orientation Program
	9	Fri.	Fall term classes begin, 8 a.m. All sequences meet for 20 minutes. General matriculation for upper classmen
	12	Mon.	Convocation, 7 p.m.
	19	Mon.	Last day to add a course or to exercise pass/fail option
October	14	Fri.	Mid-term recess begins, 4 p.m. Last day to drop a course without penalty Mid-term warnings due
	14-15	Fri.-Sat.	Class reunions and homecoming
	19	Wed.	Classes resume, 8 a.m.
November	2-9	Wed.-Wed.	Preregistration for winter and spring terms
	5-6	Sat.-Sun.	Parents Weekend
	22	Tues.	Thanksgiving recess begins, 4 p.m.
	28	Mon.	Thanksgiving recess ends, 8 a.m.
December	9	Fri.	Last day of classes
	10-13	Sat.-Tues.	Reading period
	14-19	Wed.-Mon.	Final Examinations
January	4	Wed.	Winter term classes begin, 8 a.m.
	27	Fri.	Winter term classes end, 4 p.m.
February	6	Mon.	Spring term classes begin, 8 a.m.
	15	Wed.	Last day to add a course or to exercise pass/fail option
March	17	Fri.	Mid-term warnings due
	20-24	Mon.-Fri.	Sophomores declare concentrations
	24	Fri.	Mid-term recess begins, 4 p.m. Last day to drop a course without penalty
April	3	Mon.	Classes resume, 8 a.m.
	10-17	Mon.-Mon.	Preregistration for fall term
May	10	Wed.	Class and Charter Day
	12	Fri.	Last day of classes
	13-16	Sat.-Tues.	Reading period
	17-22	Wed.-Mon.	Final examinations
	28	Sun.	Commencement

Contents

History of the College		4
Academic Information	Academic Purpose and Goals	7
	Academic Program	9
	Academic Regulations	12
	Honors	15
	Special Programs	17
	Post-graduate Planning	20
Enrollment	Admission	24
	Expenses	27
	Financial Aid	30
General Information	The College and Its Resources	35
	Undergraduate Life	40
	Athletic Programs and Facilities	46
Courses of Instruction	Hamilton Courses	49
	Joint Programs	100
	Kirkland Courses	105
Appendix	General, Special, and Prize Scholarships	166
	Fellowships and Prizes	177
	Recipients of Fellowships, Prizes, and Prize Scholarships	183
	Trustees	187
	Faculty	189
	Administrative Officers And Staff	200
	Kirkland Faculty	202
	1977 Degrees in Course	207
	List of Students	210
	Index	221
	Map of the Campus	224

History of the College

On May 26, 1812, Hamilton College was granted a charter by the Regents of the University of the State of New York. The new institution, the third college in the state, and the thirtieth in the nation, was successor to the Hamilton Oneida Academy, founded in 1793 by the Reverend Samuel Kirkland, for forty years missionary to the Oneida nation of the Iroquois, who had hoped that his academy would serve the educational needs of both Indian and white youths.

Named after Alexander Hamilton, first Secretary of the Treasury and member of the Board of Trustees of the Academy, the new college opened its doors in a frontier setting on a hilltop clearing of several hundred acres studded with the stumps of recently felled trees. The first classes met on November 1, 1812, under President Azel Backus and three faculty members. Backus, like four of his successors a graduate of Yale, was the first of sixteen presidents, seven of whom were ordained Presbyterian ministers.

The college Backus headed offered a traditional curriculum to its students, one that emphasized the classical languages, philosophy, history, and mathematics. Only by chance was medicine not included among its courses.

At his death after four years in office, Backus was succeeded by Henry Davis, a man of rigid principle and acidulous nature. Against powerful opposition, Davis resisted efforts to convert the College into a vocational school. These conflicts exacted a heavy toll. In 1829 only nine students remained, a nadir that was reached before Davis retired in 1832.

For the next six decades, the College grew slowly in size and academic stature, with a student body never exceeding two hundred. As in other liberal arts colleges of its kind, times of relative affluence alternated with times of institutional poverty. The curriculum remained conservative, with a particular emphasis on oratory. Excellence in public speaking soon became a continuing Hamilton tradition, important to students who tended to enter the ranks of the clergy, teaching, the law, and public service. In 1858, the natural sciences at Hamilton received a stimulus from the completion of the Litchfield Observatory, the thirteenth to be established in the country. Its director, Christian Henry Frederic Peters, who brought the first Ph.D. to the faculty and whose discoveries of asteroids attracted international attention, held the post until his death in 1890. Thereafter the Observatory languished. A second observatory was built in 1976, however, to re-establish the earlier tradition. A chapter of Phi Beta Kappa was established in 1870, followed 95 years later by a chapter of the Society of Sigma Xi.

Student life in the nineteenth century was simple, rigorous, and marked by early and frequent attendance in Philip Hooker's unique three-story chapel.

The social activities of undergraduates, mostly left to their own ingenuity and direction, led to the early growth of literary societies, with programs of declamations, debates, and literary publication. During the 1830's secret fraternities began to displace the earlier societies, as evidenced by the founding of the first of the chapters of Alpha Delta Phi in 1832. Athletic activities of the informal variety were the rule until well after the Civil War, when organized intercollegiate sports began to appear. A spirit of amateurism and widespread participation has continued to prevail at Hamilton in both intramural and intercollegiate sports.

The post-Civil War period, one of gradual growth, terminated abruptly in 1892 with the presidency of Melancthon Woolsey Stryker, first graduate of the College to hold the post and a clergyman of national reputation. With explosive energy, he introduced a program of expansion in resources, buildings, and reputation. The College quickly severed its long-nebulous relationship with the Presbyterian Church. Although the dynamism of his reign was interrupted by World War I, Stryker's mark on the College remains, and his quarter-century rule is nostalgically remembered as the College's "Augustan Age."

Frederick Carlos Ferry succeeded Stryker. During his long tenure (1917-1937) the College reinforced its academic standards. But when he retired, change was again in the air, resulting in an unsettled period of curricular experimentation and culminating in the stresses of World War II. The post-war years, under the steadying direction of Robert W. McEwen, were marked again by a deliberately moderate increase in enrollment, curricular revision with emphasis on the sciences (both natural and social), and the establishment in 1965, under College sponsorship, of the coordinate Kirkland College for women, adjacent to the Hamilton campus.

The undergraduate ferments of the 1960's, the presence of women students, a liberalization of curricular requirements, accomplished within the framework of the liberal arts, have not diminished the vigor of the College's admonition and goal: to "Know thyself."

At present there are sixteen hundred students enrolled at the Colleges, a thousand men at Hamilton and six hundred women at Kirkland.

Academic Information

Academic Purposes and Goals
Academic Program
Academic Regulations
Honors
Special Programs
Post-graduate Planning

Academic Purposes and Goals

The central purpose of the College is to develop in its students an understanding of the value and uses of the intellect, and by so doing, to prepare them for a life of enrichment and constructive influence free of the twin provincialisms of ignorance and arrogance. It wishes to advance the personal fulfillment of its students, and through them, the well-being of their fellow man. The Faculty believes that this goal can best be reached through a course of study that is neither too general nor too specialized. The College seeks young men of intellectual promise who share a strong commitment to Hamilton's educational philosophy, for in its collegiate community students and faculty together carry the important responsibilities for the quality of education. The College seeks to move the student beyond the acquisition of specific knowledge and skills to a wider understanding of himself, his environment, society, and the relationships among them.

A Hamilton education is best described as mental effort under criticism. It is an effort designed to lead to self-education and the ability to deal with the crucial problems of our time in a morally and intellectually courageous manner. The Faculty believes that liberal learning, in its breadth and depth, is the appropriate foundation for society's leaders and that it is in the reconciliation of the universal and the particular that idealism comes to terms with reality. The intimacy of Hamilton's collegiate community allows full recognition of the important differences and talents that each student brings to the College, while it assists in developing informed and questioning modes of thought.

The liberal arts education at Hamilton is more than the sum of a number of academic courses: faculty and students, in a variety of ways (both curricular and extra-curricular), create a general intellectual environment that encourages the formation of essential habits of the educated man—curiosity, rigorous observation, tolerant understanding, and enlightened judgment. Although the College does not attempt to teach a specific set of values, its Faculty nevertheless recognizes its responsibility to teach students the importance of sound values and to encourage their development.

The opportunity at Hamilton for a student to take his liberal education into his own hands is greater than at most colleges. Yet the freedom accorded the undergraduate here is possible only so long as students and members of the faculty see to it that the particular purposes of individual students fit within, and thereby support, the larger institutional purpose. There are few formal requirements at Hamilton, because the Faculty, primarily through formal and informal advising, asks and expects each student to strive to acquire:

First, an ability to think, write, and speak clearly, with precision and cogency.

Second, an informed acquaintance with, and a critical appreciation of, the ways in which knowledge of nature and man is gained through experimental or quantitative methods of analysis.

Third, an informed acquaintance with a culture other than his own.

Fourth, an informed acquaintance with the historical and social forces that have shaped the present and may shape the future.

Fifth, some understanding of, and experience in thinking about, moral and ethical problems and issues.

Sixth, an informed acquaintance with some modes of literary, artistic, or musical expression, along with canons of criticism appropriate to them.

Seventh, relative mastery of the content and methods of some particular field of knowledge so that he can define the issues of a problem, develop the evidence that can reasonably be advanced on all sides, and reach a conclusion based upon an evaluation of the evidence.

Many institutions of higher learning do not state the general goals of a liberal arts education, or do so only through an explicit set of course distribution requirements. At Hamilton the student is accorded freedom to pursue his own educational interests, but his obligation to become broadly educated is in no way lessened. Indeed, it is probably intensified, for he is forced to review periodically where he has been, where he is going, and how well his educational plan measures against the criteria set by the Faculty. Although each academic department allows a student the opportunity to specialize as a concentrator during his junior and senior years, all departments offer courses designed to meet the general goals of a liberal arts education as set forth by the Faculty of the College. A significant part of a student's development centers around his fashioning of an appropriate sequence of courses that will address both the goals of the College and his own talents and taste. In this task each student is assisted by a faculty adviser.

Academic Program

The College Year

The College year at Hamilton is organized around fall and spring terms of approximately thirteen weeks length and a winter term of three and one-half weeks. Students are expected to complete thirty-five courses for the degree, normally in a four-one-four pattern in the fall, winter, and spring terms of each academic year.

Students elect courses from among the offerings of twenty-one Hamilton departments, five interdisciplinary programs, and the offerings at Kirkland College. For qualified upperclassmen, the College's term in Washington and programs in France and Spain provide unusually rich off-campus educational experiences.

Kirkland College, the coordinate women's college, adds a special dimension to the educational environment. Since the student may take advantage of the resources of both institutions, he has opportunities normally available only at larger institutions.

Academic Advising

Since the Hamilton curriculum affords students a wide range of courses and disciplines within the liberal arts, the College relies heavily on a system of academic advising designed to help students plan and choose responsibly. Each adviser is a faculty member, and every faculty member with a term of service beyond one year serves as an adviser. Members of the Board of Advisers, a group specially selected by the Dean, provide guidance to students during their freshman and sophomore years. After students elect their concentration, advising becomes the responsibility of faculty members in the appropriate disciplines. Finally, certain members of the faculty offer counsel to students preparing for various professions and careers.

During the summer before a freshman enters Hamilton, he receives a list with the descriptions of courses open to freshmen. He is asked to select tentatively four courses that he discusses with his adviser when he arrives on campus in the fall. During the orientation period, he meets with his adviser to determine his fall schedule; he also takes a variety of placement tests and consults with departmental chairmen to ensure that he selects the appropriate course levels in English, Mathematics, the Sciences, and Foreign Languages. Students other than first-semester freshmen pre-register in the fall for the winter and spring terms, and in the spring for the fall term of the next academic year. At each period of academic counseling, students are encouraged to plan not only for the coming term, but for their entire period of study at the College.

Hamilton's emphasis on the importance of advising by the Faculty is distinctive among colleges and universities. The adviser is more than a casual or occasional faculty contact; he or she serves as an experienced guide and, often, as a mentor or friend. Moreover, after the close of each academic year, the performance and course selections of each freshman and sophomore are reviewed carefully by his adviser in the presence of two additional members of the Board of Advisers. This "troika" system has proved unusually useful, and it reflects the commitment of the Faculty to a strong advising system.

Concentration Requirements

The specific disciplines in which a student may concentrate are Anthropology, Art, Chemistry, Classics, Economics, English, French, Geology, German, Government, Greek, History, Latin, Life Sciences (Biology), Mathematics, Music, Philosophy, Physics, Psychobiology, Psychology, Religion, Russian Studies, and Spanish. In addition, concentrations are offered through programs in American Studies, Foreign Languages, Theater and Drama, and Asian Studies. In these latter instances a student must obtain the approval of the appropriate interdepartmental committee. A student may concentrate in Sociology, offered at Kirkland College, under the guidance of an adviser from the Hamilton faculty.

An interdepartmental concentration may be arranged with the approval of the departments concerned and the Committee on Academic Standing. Concentration in two departments is also possible with the approval of the departments concerned. However, a student may not count a course as part of the concentration requirement in more than one department.

The number of courses comprising a concentration normally ranges from eight to ten, depending upon the department. The requirements for each concentration are listed at the beginning of department entries under Courses of Instruction.

A student selects his area of concentration near the end of his sophomore year. He must have completed at least two courses in the department in which he wishes to concentrate and must have received an average of 70 or higher for all work taken in the department in which he intends to concentrate.

The courses planned to satisfy the concentration requirement must be approved by the department at the time of declaration, and all subsequent changes of course elections within the area of concentration require the approval of the department. A student may change areas of concentration only with approval of the departments concerned and the Associate Dean. Each student is required to take at least one course in the fall and spring of his senior year in the department of his concentration.

Baccalaureate Requirements

To qualify for the baccalaureate degree, each Hamilton student must: complete thirty-five courses, ordinarily four in each of the fall and spring terms and one in each of three winter terms; complete the requirements for an area of concentration; meet the requirements specified by the Department of Physical Education, normally in the freshman year; attain a grade of C- or

higher in at least one-half of the courses taken at Hamilton, and an average of at least 70 in all courses taken at Hamilton in his department of concentration; and be in residence for at least two years, including his final term of study.

All students receive the degree of Bachelor of Arts, and degrees in course are conferred only upon those who are present to receive them, unless the Faculty has authorized their award *in absentia*. Degrees are conferred once each year at the graduation ceremony.

Winter Term

During the month of January, the College awards academic credit to a variety of courses and independent study activities and co-curricular credit to internships, work-study programs, and other activities. The purpose of the winter term is to permit students to pursue intensively and in greater depth subjects or interests which are often more narrow in scope than those presented in courses during the spring and fall terms. Winter term courses have regular class meetings, papers, and examinations. Winter term independent study follows the same procedures that are required for fall and spring terms.

Each winter term the College brings to the campus several adjunct faculty members who possess special skills or training, and whose courses are not normally available during the spring and fall terms. A separate winter term catalogue published prior to registration for the winter and spring terms lists these courses, together with those already published in the *Hamilton Catalogue*, and opportunities for activities carrying co-curricular credit.

Some students presently matriculated at the College began when a different system of rules for winter study was in effect. Members of the class of 1978 must complete one winter study project and 34 courses, of which no more than three may be from the winter term; members of the class of 1979, and all classes thereafter, must complete 35 courses, of which no more than four may be from the winter term.

A student ordinarily participates in at least three of four winter terms during his academic career at Hamilton. Although the student is free to choose his own activity during the fourth winter term, he is strongly encouraged to use it in a manner related to his general educational program. In this connection, the College offers opportunities to pursue internships, work-study programs, and career exploration activities during the winter term. These are not graded or given academic credit for graduation; they are recognized as special co-curricular activities.

Academic Regulations

The academic regulations of the College are administered by the Associate Dean of the College and the Committee on Academic Standing. A complete statement of the College's Academic Regulations appears in the *Student Handbook*.

Course Elections

As stated elsewhere (see section on Academic Advising), entering students make a tentative selection of courses during the summer prior to matriculation, and then confirm or modify their choices in consultation with their advisers during freshmen orientation. Thereafter, students register for fall term courses during the preceding spring term, and register for winter and spring term courses during the preceding fall term.

After registration, a student may change (drop and/or add) courses through the first ten calendar days of the fall and spring terms with the approval of his adviser, but he may not carry more than five or fewer than three courses without the approval of the Associate Dean.

After the first ten calendar days of the term, a student may drop a course without penalty up to midterm, provided he has the approval of his adviser and the Associate Dean. The course counts as one of the thirty-seven courses that a student may elect without extra charge. After mid-term, a dropped course counts as a failure unless there are extraordinary circumstances involved; such cases are evaluated by the Committee on Academic Standing.

During winter term, a student may drop a course up to mid-term without penalty, except as noted above.

Grades

All courses are graded by the instructor with one of fourteen letter grades. Each of these grades has a numerical equivalent which is used to determine a student's average and his relative standing in his class. The letter grades with their numerical equivalents are as follows:

Passing grades

Excellent	A +	(98)	Average	C +	(78)
	A	(95)		C	(75)
	A-	(92)		C-	(72)

Above Average	B+	(88)	Below Average	D+	(68)
	B	(85)		D	(65)
	B-	(82)		D-	(62)

Failing grades

Failure	F	(55)
Serious Failure	FF	(40)

A student must also attain an average of at least 70 in all courses taken at Hamilton in his department of concentration which qualify for that concentration. For an interdepartmental concentration the average must be at least 70 in courses approved for the concentration. A senior who fails to make the required average will have no further opportunity to qualify for a Hamilton degree.

Standards for Oral and Written Work

The College requires minimum standards of effectiveness in all prepared oral presentations. The faculty enforces this requirement by penalizing oral presentations, particularly by juniors and seniors, which do not meet acceptable standards of clarity, organization, and effectiveness.

The College also requires minimum standards of correctness in all written work.

Each entering student is required to take a proficiency examination in English composition, and his performance on this examination is the basis upon which the English Department determines whether or not the student should be strongly advised to take English 11 during his first term of College. Students whose performance in English 11 is not satisfactory are strongly advised to elect English 12.

Any member of the faculty may indicate that a student has not met the required standards in the written work of a course. A student who accumulates two or more such warnings must take remedial work through the Writing Tutorial Program or by such other means as are approved by the faculty member who supervises the program. Such a student may not be graduated from the College until he has satisfied the Faculty Committee on Reading as to his competence in meeting the acceptable standards of writing.

Pass-Fail Option

To encourage greater breadth in course elections, the Faculty has adopted a rule which allows a student to elect four courses over the four-year period on a pass-fail option. No more than one such option may be exercised in any given term. It should be emphasized that graduate and professional schools generally look with disfavor on the use of this option in course work considered crucial to the graduate field.

The pass-fail option is subject to the following rules:

1. No freshman will be permitted to use the pass-fail option in his first term.

2. The instructor will not be informed of which specific students are taking his course on the pass-fail option unless he requests such information.

3. The student must inform the Registrar of his intention to use the pass-fail option no later than the deadline for course changes.

4. The pass-fail option cannot be used in the student's department of concentration in his junior or senior year.

5. To qualify for a "pass," a student must earn at least the minimum grade required to pass the course.

6. Pass-fail will not be included in the student's average.

7. Although the instructor reports a regular grade, the student's record will carry either a pass or fail, as appropriate.

Suspension, Separation, and Withdrawal from College

Hamilton College reserves the right, at any time, to suspend for any period or to separate from the College any student whose academic performance or personal conduct on or off the College campus is, in the sole judgment of the College, unsatisfactory or detrimental to the best interests of the College. Neither the College, nor any of its trustees, officers, faculty, or administrative staff shall be subject to any liability whatsoever on account of such suspension or separation. A student who is separated or suspended from the College, or who withdraws, is required to cease residing on the campus within forty-eight hours, unless permission to the contrary is granted by the Dean of Students.

A student who withdraws from the College during the academic year will be entitled to honorable withdrawal only if he clears the withdrawal with the Associate Dean and with such departments or offices as the Associate Dean may direct.

A complete statement of regulations governing academic performance and personal conduct appears in the *Student Handbook*.

Acceleration

The normal time required to complete study for a Hamilton degree is four academic years. An exceptional student who is willing to undertake summer or other additional study may be able to accelerate and earn the degree in three years. A student wishing to accelerate must apply to the Committee on Academic Standing for permission to do so not later than the end of the first term of his sophomore year.

Credits Earned Away from Hamilton

To insure proper supervision and validation, a student who desires to receive credit for study taken elsewhere during the summer or at other times should submit his program *in advance* for approval by the appropriate departmental chairman and the Committee on Academic Standing. Only courses passed with a grade of at least one level higher than the lowest passing grade at the institution where the study is undertaken are entitled to transfer credit at Hamilton.

Honors

The College recognizes academic achievement with a variety of honors. Specific awards, fellowships, scholarships, and prizes are described in the Appendix of the *Catalogue*. A list of those awards presented in 1976-77, along with their recipients, follows these descriptions.

Commencement Honors

Those students who shall have completed the entire college course with a standing in the first five per cent of the graduating class shall earn general honors and receive the baccalaureate degree *summa cum laude;* those in the next ten per cent, *magna cum laude;* and those in the next ten per cent, *cum laude.*

The two students who attain the first and second highest standing for the college course shall be given, respectively, valedictory and salutatory honors. To be eligible for valedictory or salutatory honors, a student must have studied at Hamilton College for at least three years.

Departmental Honors

Honors in the concentration are awarded by vote of the faculty in the area of concentration to those seniors who shall have completed courses which satisfy the concentration with an average of not less than 88 and who shall have met with distinction additional criteria established by the faculty, such as performance in an honors program, a reading program, a senior seminar, a thesis, or a comprehensive examination. An average higher than 88 may be required, but in no case may honors be awarded on the basis of an average alone.

Dean's List

The College also recognizes academic achievement at the conclusion of the fall and spring terms. At these times, the Dean of the College makes public the names of those students in each class whose academic average for the term was 90 or above.

Phi Beta Kappa

The Hamilton chapter of Phi Beta Kappa, known as the Epsilon Chapter of New York, was established in 1870. Students are elected to membership primarily for intellectual distinction. In September, the chapter may choose not more than five seniors having especially distinguished records during their first three years. Other seniors are elected in April. Except by unanimous consent of the chapter, not more than one-eighth of a class may be chosen.

The Society of Sigma Xi

The Hamilton College Chapter of the Society of the Sigma Xi, the national honor society in science, was installed in 1965. The Society's purpose is to encourage original investigation in science, pure and applied. Students who show marked aptitude for research are eligible for election to associate membership. Nominations are usually based on the student's performance in the Hamilton Independent Study program.

Fellowships, Prizes, and Prize Scholarships

In addition to the honors listed in the preceding section, the College awards fellowships, prizes, and prize scholarships in recognition of academic and other kinds of achievement.

Fellowships are awarded to graduating seniors to permit them to continue their education.

Most prizes are given for academic achievement in a particular discipline, either in general coursework or in an essay or another exercise. A few prizes recognize service to the college community or personal character.

Prize scholarships are competitive and are awarded to students in recognition of outstanding achievement. A number of endowed scholarship funds, established by alumni and friends of the College, support them.

Special Programs

Independent Study

After the first term of the freshman year, a student may engage in independent study in place of a regular course. The student's independent study proposal must obtain the approval of the faculty supervisor, the appropriate departmental chairman, the student's faculty adviser, and the Committee on Academic Standing. The Faculty takes into account the maturity of the student and the level of his knowledge and academic background when it considers proposals for independent study. Independent study requires discipline and responsibility; therefore, a student may not engage in more than one independent study in any one term.

Independent study may take many forms, but normally it consists of the study of material unavailable in the formal College curriculum, of laboratory or field research, or of the creation of some body of work in the creative arts, such as poetry, fiction, musical composition, or visual arts.

Independent Coverage of Course Work

Under certain circumstances, a student may cover a course independently and receive credit on the basis of demonstrated proficiency. Such study is ordinarily undertaken during the summer recess and permits the student to move more rapidly into advanced courses for which there are prerequisites, or to make up a course failed during a preceding term.

A student wishing to cover a course independently must obtain the approval of a faculty supervisor, the appropriate departmental chairman, the faculty adviser, and the Committee on Academic Standing. Both the department and the Committee must certify that the work has been successfully completed by a written examination. The fee for independent coverage is $225.00, except when undertaken during a term in which the student is enrolled full-time, in which case the independent coverage counts as one of the thirty-seven courses available to the student through the payment of regular tuition.

Study Away from Hamilton

Qualified students may, with the approval of the Faculty, spend one to three terms studying in a foreign country or at another American institution and receive full credit toward a Hamilton degree. Interested students should consult with the Associate Dean well in advance of the term or terms in which they wish to study abroad or at another institution. Seniors must be on campus for their final term except when their absence is due to their participation in a program of study sponsored and conducted by members of the Hamilton faculty.

Hamilton College Junior Year in France and Academic Year in Spain
Hamilton College sponsors a Junior Year in France program. Enrollment is open to students whose preparation in French and whose intellectual maturity are sufficient to enable them to profit from courses in the humanities, fine arts, and social sciences taught in French. To be admitted, students must demonstrate a superior academic record and an adequate knowledge of French. The program, directed in France by a member of the Department of Romance Languages, begins with a session in Biarritz in September and October. The balance of the academic year is spent in Paris.

In collaboration with the faculties of Williams, Swarthmore, and Mount Holyoke Colleges, Hamilton also sponsors a program in Madrid. This program is open to sophomores, juniors, and seniors who wish to pursue studies in Spanish language, literature, and civilization. To be admitted, students must demonstrate a superior academic record and an adequate knowledge of Spanish. Directorship of the program rotates among members of the faculties of the four collaborating colleges. Students may be admitted for one term, but they are encouraged to spend one full academic year in Spain.

Hamilton College Term in Washington
Hamilton College offers a program in Washington, D.C., for qualified juniors and seniors. The program is directed by a resident member of the Department of Government. It consists of internships in federal legislative and executive research and writing. Students are responsible for their own living arrangements. The term is designed for students who have demonstrated ability to work on their own initiative, and who have particular interest in the problems of government and public affairs. The Program awards four course credits towards graduation, of which two (325 and 327) count towards a concentration in Government. To qualify for the program a student must have taken 228 or K228. Government 229 or K229 (Scope and Method) is also recommended. Science majors as well as those interested in politics and government are urged to consider this program. Offered in the fall, it is also open to selected students from other colleges.

Senior Fellowship Program
Each spring the Dean of the College designates up to four members of the junior class as Senior Fellows. Any student in his junior year may become a candidate by submitting a proposal for a senior year of independent study. The proposal usually grows out of earlier independent study courses and is framed in consultation with two faculty advisers of the student's choice. Senior Fellows are free of the conventional curriculum, but they may take such courses as are appropriate to their fellowship project and their educational goals. A written thesis is required at the close of the fellowship year along with a public lecture to the College community. Evaluation is made by the advisers and an examination committee.

Cooperative Engineering Program
To meet the needs of students who wish to combine liberal arts with education in engineering, Hamilton College has entered into cooperative arrangements

with the School of Engineering of Columbia University and with the Massachusetts Institute of Technology. Under this arrangement qualified students may plan a combined course of study in which the first three years are spent at Hamilton and the remainder at a cooperating institution. Upon completion of the program, the student will receive a Bachelor of Arts degree from Hamilton and an engineering degree from the cooperating institution. Full details of this cooperative program may be secured from the Director of Admission at Hamilton.

Cooperative Arrangements with Neighboring Institutions
With the approval of his adviser and the Committee on Academic Standing, a Hamilton student may take course work toward his degree at neighboring institutions. In recent years, students have enrolled in courses at Colgate University, Syracuse University, and Utica College of Syracuse University.

Higher Education Opportunity Program
Hamilton participates in the New York State-sponsored Higher Education Opportunity Program (HEOP), which is designed to provide a wide range of services to qualified applicants who, because of educational and economic credentials, would otherwise be unable to attend college. These services include a summer session in preparation for admission to college, counseling, and tutoring. Hamilton College financial aid funds are available to students admitted under HEOP. For further information, applicants should contact the Director, High Education Opportunity Office, Root Hall, Hamilton College.

Post-graduate Planning

Just as Hamilton provides academic advisers to its students during their undergraduate years, so it endeavors to assist its students in their plans for post-graduate study and employment. The Associate Dean and the Dean of Students regularly advise students on post-graduate planning, as does the Director of the Career Center. Many individual faculty members are available for consultation concerning study or careers in their particular fields of interest.

Since a great many Hamilton men undertake graduate study, proper education for such work is an important aim of the college curriculum. The following comments may be helpful to the undergraduate in planning his work for preparation of various types of graduate study.

Medicine and Dentistry

Virtually all accredited medical and dental schools require one year of biology, two years of chemistry, including organic chemistry, and one year of physics. Many medical schools also require or recommend one or more years of English, mathematics through calculus, a foreign language, and additional science courses. Students interested in medicine and dentistry are advised and assisted by a Pre-Medical Committee composed of faculty members. Ultimately, however, the student is responsible for meeting the requirements of the medical or dental schools of his choice. He should consult their catalogues as early as possible.

Law

In recent years more than ten per cent of each Hamilton graduating class has entered law school immediately upon graduation. While law schools do not prescribe any particular courses or program of study as part of a formal pre-law curriculum, they seek graduates who demonstrate analytical reasoning powers, skill in oral and written forms of expression, and the ability to comprehend and organize large amounts of factual data. Students interested in entering law school are advised and assisted by a Pre-Law Committee composed of faculty members and the Director of the Career Center.

Teaching

Hamilton is proud of the number and quality of its graduates who are school administrators and teachers. For a number of years the College has had a program and a curriculum that led to satisfaction of the requirements for the provisional certificate to teach an academic subject in the State of New York. In recent years, however, pressures have been mounting to change the nature

of preparation for a career in teaching, and because this preparation diverged increasingly from a liberal arts curriculum toward professional training, the Faculty recently voted to discontinue course offerings in education as of June, 1978. Members of the Classes of 1978 and 1979 will be certified if they complete successfully before June, 1978 the present program, described under the catalogue entry for the Department of Education. Members of the Class of 1980, and of all subsequent classes, who are interested in a career in teaching should plan their course of study so as to prepare themselves for entrance into a post-baccalaureate MAT Program. Professor Hunt serves as adviser to such students, and the College has cooperative arrangements with several institutions that offer graduate programs leading to an advanced degree and certification.

Business, Government Service

For many careers and professions, no prescribed program is necessary. The best preparation for business or government service is probably well-developed skills in reading, speaking, and writing, a wide choice of courses, and concentration in the area which the student finds most interesting. Students who intend to enter a graduate school of business administration are strongly advised to take mathematics at least through calculus.

Engineering

Please see Cooperative Engineering Program.

Graduate Study in Arts and Sciences

A student who plans to undertake graduate study should consult as early as possible during his undergraduate years with the chairman of the department in which he believes he will concentrate. He should try to find out both the requirements for his primary field of interest and appropriate related courses. For example, a student considering a career in Chemistry needs to know what courses will enable him to qualify for a certificate issued by the American Chemical Society as well as the courses most helpful toward graduate work in chemistry. A student considering geology as his concentration should be aware that the other natural sciences are useful both to the potential concentrator and to the future geologist. A solid grounding in mathematics, including analytical geometry and elementary calculus is particularly important to the scientist, the economist, and very frequently the social scienctist.

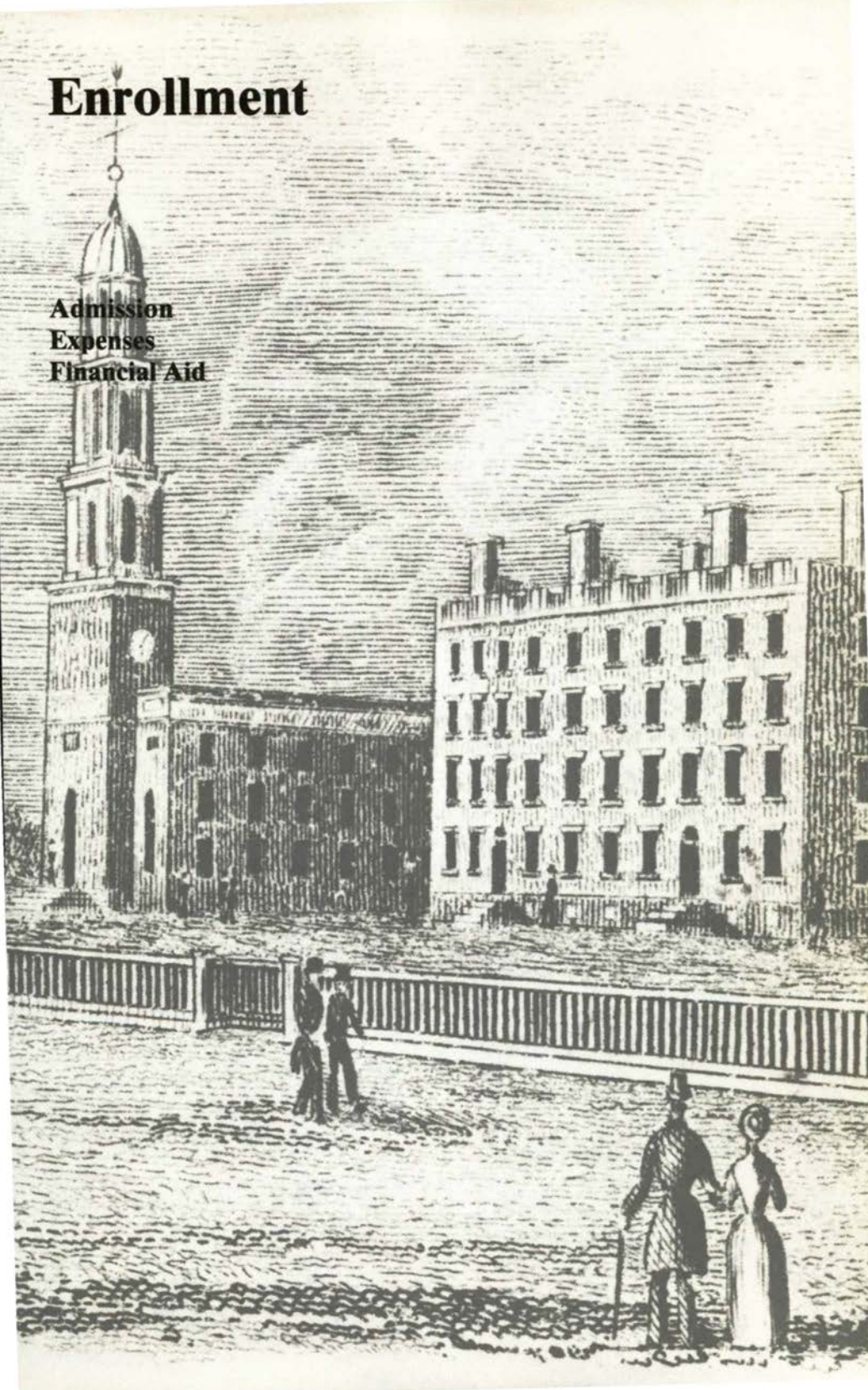
Any student planning on graduate work should be aware that many programs require a reading knowledge of at least one foreign language for the master's degree and often two for the doctorate. A student should consider whether French, German, Greek, Latin, Russian, Spanish, or a nonwestern language will be helpful to him.

Whatever his interests may be, a student contemplating graduate work should consult the catalogues of major universities as to the requirements for advanced work. The knowledge so gained will permit him to plan his work, in consultation with the appropriate departmental chairman, in an intelligent way.

Career Center

The Hamilton-Kirkland Career Center in Dunham Hall organizes and directs activities concerned with career exploration and job search for the benefit of all Hamilton students. It arranges campus visits by employers, career seminars, and a program of vocational advice and assistance from alumni. The office maintains an extensive library of reference books and catalogues concerning graduate study in the United States and abroad, as well as information on internships, volunteer programs, summer employment, and off-campus academic programs. The Center also aids students in finding part-time employment during the academic year. Finally, the Center maintains a continuing file of credentials on each senior who wishes employment assistance.

Enrollment



Admission
Expenses
Financial Aid

Admission

Hamilton seeks young men of intellectual promise who share the common characteristic of being seriously committed to the pursuit of a liberal arts education, who have the capacity to profit from, and contribute to, the intellectual life of the College, and who, through their diverse talents and skills, can make significant contributions to the extracurricular life of the College. These principles serve as the criteria against which candidates for admission are judged. In each year the number of applicants far exceeds the available places in the freshman class, and as a consequence, admission to the College is highly competitive.

The Committee on Admission and Financial Aid, composed of eleven members of the faculty and administration, reviews each student's application individually and reaches a decision by consensus. Among clearly qualified candidates, some preference is given to sons of alumni and to students who live in geographical regions not already well-represented in the College. The Committee also makes special efforts to identify talented students from minority groups and from backgrounds which may have hindered the normal development of academic potential.

Requirements for Admission

First, a candidate for admission is expected to complete a secondary school course which gives preparation for the work of a liberal arts college. Sixteen units are required, drawn from the usual college preparatory subjects of English, mathematics, foreign language (ancient or modern), science, and social studies. Although the College does not prescribe how these subjects shall be distributed, it expects a minimum of four years of English, three years of mathematics, two years of science, and three years of one foreign language. If this language is to be continued at Hamilton, it is strongly recommended that it be studied through the senior year of secondary school. Candidates who propose to participate in the Cooperative Engineering Program should offer strong records in mathematics and the physical sciences. Due to the intellectual demands of Hamilton's academic programs, candidates are urged to pursue a strong academic program during the final secondary year and to carry a minimum of four preparatory courses. Hamilton College stresses above all else the ability and the motivation to do intellectual work, and so it will consider the applications of highly recommended candidates whose preparation is somewhat irregular in the number of units presented and in the subjects studied.

Second, a candidate must submit results of either the Scholastic Aptitude Test of the College Entrance Examination Board or the ACT Test Battery of the American College Testing Program. Although College Entrance Examination Board Achievement Tests are not required, candidates who take these tests are encouraged to submit the results. Because the ability to write clearly is emphasized at Hamilton, applicants are particularly encouraged to submit the results of the new English Composition Test With Essay, which will be offered for the first time in December, 1977. All testing should be completed no later than February of the calendar year in which the student wishes to enter the College.

Third, because of the College's interest in the individual, a personal interview on campus normally is required of each applicant. A campus tour is provided at the time of the interview. For an applicant who resides a great distance from the campus, an off-campus interview may be arranged. The candidate should write or telephone the Admission Office (315-859-4421) to request a specific date for an appointment. The Admission Office is open Monday through Friday from 9:00 a.m. to 11:30 a.m. and from 1:30 p.m. to 4:00 p.m. Except during June, July, and August, the Offices are also open Saturdays from 9:00 a.m. to 11:30 a.m., but candidates are encouraged to schedule interviews on a weekday. A secondary school junior should defer his visit until after May 1 of his junior year. Overnight accommodations are available with student hosts or in the Bristol Campus Center. Reservations are necessary and should be made through the Admission Office.

Early Decision

The candidate whose first choice is Hamilton may ask for an early decision on his application. He may apply as early as July 1 and as late as February 1. Regardless of the date of application, he will be notified within two weeks after his application file is complete. If admission is offered, it is understood that the candidate will not apply to other colleges, or, if he has already submitted other applications, that he will immediately withdraw them. Should he be a candidate for financial aid, action will be taken on this application at the same time as his application for admission. Early decision will be based on: first, the candidate's school record through the junior year; second, the recommendation of his school; third, the results of the Scholastic Aptitude Test or the American College Test taken in the junior year; and fourth, the personal interview. No candidate should request an early decision unless he is absolutely certain that Hamilton is his first choice.

Early and Deferred Admission

A candidate who can meet high school graduation requirements by the end of his junior year and who wishes to matriculate at the College during the following fall will receive the same consideration as any regular applicant.

Any admitted candidate who wishes to delay entrance for one year and who is certain that Hamilton is his choice may request deferred admission. A place will be reserved for him on payment of the required registration deposit of $100. A candidate requesting deferred admission should understand that he is

bound by the same commitment to attend Hamilton as one who seeks early admission.

Admission with Advanced Placement

Entering freshmen who score satisfactorily on placement tests given by the College Entrance Examination Board may, with the approval of the appropriate department and the Committee on Academic Standing, be granted advanced placement, or credit, or both. Information about these tests can be obtained from the College Entrance Examination Board. In addition, entering students who have been enrolled in early admission, enrichment, or similar college-level programs offered by two- or four-year colleges also may, with the approval of the appropriate department and the Committee on Academic Standing, be granted advanced placement, course credit, or both. It should be noted, however, that college credit is usually granted only for course work taken on college campuses in courses studied with regular college faculty in competition with college students.

Transfer from other Colleges

The College is interested in the well-qualified student who wishes to transfer to Hamilton. Because of the College's graduation and residency requirements, no transfer student may be admitted as a member of the senior class. Admission by transfer is normally granted only to applicants who have maintained superior records.

Transfer candidates must submit official records of all collegiate work taken and two letters of recommendation, one of which must be from the Dean of Students at the institution most recently attended. The deadline for transfer application is March 15. Admission decisions are mailed in mid-May. Special consideration is given to graduates of junior or community colleges. Financial aid is available to transfer students who require it.

Foreign Students

The College wishes to attract a student body which is geographically diverse. Therefore, applications from superior students from other countries are encouraged. Financial aid is available to foreign students when needed.

Registration

Freshmen must report several days before the formal opening of College. During these days each freshman has an interview with his faculty adviser and takes aptitude and achievement tests. The information supplied by the tests is used by the Deans and by faculty counselors to help each student adjust to the life and work of the College.

All students must register before the opening of College. Schedules of returning students are revised at this time, if necessary, and the schedules of new students arranged.

Alumni Admission Representatives

Many alumni are able to supply candidates with current information about the College. Names of alumni in a candidate's region may be obtained by writing the Office of Admission.

Expenses

A college education of the quality that Hamilton offers is necessarily expensive. Although—thanks to the College's endowment and the gifts and grants it receives—the tuition charge represents only one-half the actual cost of a student's education, many Hamilton students (nearly 40 per cent of those enrolled in an average year) need financial aid. Scholarship money, employment opportunities, and loans have been provided for those who demonstrate this need. For detailed information, see Financial Aid section.

The fixed charges for a year at Hamilton to cover tuition, board, room, and the over-all fee amount to $5,800. On the average, a student will need approximately $550 more to cover his personal expenses, the actual amount dependent in part upon the distance between his home and the College.

College Fees

Application Fee
A non-refundable fee of $15 must accompany each application for admission.

Registration Deposit
Candidates offered admission must pay by May 1 a non-returnable deposit of $100. This fee is credited on the first bill.

Guarantee Deposit
An initial guarantee deposit of $25 is required from each regularly enrolled student upon entering College. This deposit will be held to ensure final payment of minor bills. Any unused balance will be returned to the student after he leaves College.

Tuition and Other Charges for 1977-78

Tuition	per year	$4,100
Room (dormitory)	per year	750
Board (in College dining Halls)	per year	950

Partial Tuition
For the occasional special or non-matriculated student given permission by the faculty to carry less than the minimum full-time program of four courses, the tuition charge will be applied at the rate of $475 per course.

Overelection Fee
Tuition paid over the full four years covers the 35 required courses, plus a maximum of two additional courses taken anytime during a student's

program. Students who enroll in more than 37 courses exclusive of Music 107-108 and Music 109-110 pay an overelection fee of $475.

Room and Board

The figures given above are those for rent of a room in a College dormitory and for board in College dining halls. Rates for room and board in fraternity houses are determined by each house. The College provides a 6'6" bed with springs and mattress, a desk, chair, and dresser for each occupant. Because of dormitory financing commitments, a student who moves from a dormitory to a fraternity house more than two weeks after the opening date of any semester will not be entitled to any rebate on his room rent. A student who elects an alternate meal plan (less than 19 meals a week) will be entitled to a modest rebate on his board bill, provided the election is made within two weeks of the opening date of a semester. It is the policy of the College that all unmarried students not living at home must live in either a College dormitory or a fraternity house. Exceptions to this policy may be granted by the Dean of Students. Those given permission to make their own board arrangements will be assessed a service charge of $25 for this privilege.

Medical Service

Medical services include medicines, treatments, and X-rays at the College's Health Center. These are without charge except that medicines which cost in excess of $1.50 for a routine course of prescribed treatment, and laboratory test materials costing in excess of $1.50, will be charged to the patient. Board for patients not on the College meal plan is charged at the current college rate.

Group Accident Insurance

Accident insurance is extended without separate charge to all regularly enrolled students.

The Basic Plan will cover the actual cost up to $500 of any medical or surgical treatment, including hospitalization, and the services of trained nurses and other necessary medical charges that may be required as the result of an accident. Excluded, however, are all such charges that may be incurred at the college-operated Health Center. There is a $50-deductible clause applying to each incident except those incurred in intercollegiate sports participation or in approved intramural athletic contests.

In addition to the Basic Plan, the College has a Major Medical Plan. Under this plan, the insurance carrier will pay 80% of expenses resulting from an accident and in excess of $500 up to a maximum of $7,500 per accident.

Coverage under both plans runs from September to June and affords protection against all accidents whether sustained at the College or elsewhere. Treatment must commence within 180 days following a given accident. All bills and charges in connection with a given accident must be presented to the College within two years of the time of the incident.

Except as described above, the College assumes no responsibility for medical or health services to the students.

Special Examination Fee
A special examination fee of $125 is charged for each examination to earn credit for independent coverage of course work.

Graduation Fee
A graduation fee of $20 must be paid by each senior. The charge will appear on the December bill.

Music Fees
Private instruction in voice or instrument is $150 for fall or spring term. Instruction will be available during the winter term at a rate of $12 a week. This does not apply to students taking instruction to satisfy the performance requirements for a concentration in music.

Optional Social Fee
As a service to the Student Activities Committee, the summer bills for upperclassmen may include a $35 charge for the social ticket depending on each student's option at the time of preregistration in the spring. All summer bills to freshmen will include the charge for the social ticket; any freshman who does not want to purchase a ticket may deduct the item from his bill, notifying the business office when he returns the bill. Holders of the social ticket and their dates are admitted to entertainment and social events at substantial savings.

Payment of Bills
One-half the annual charges are billed in mid-summer and the other half in December. These bills are mailed in summer to students' homes and in December to their college addresses. All bills are due and payable within thirty days from date of billing.

Many organizations and banks offer various payment plans for tuition and fees. These allow for payment periods as long as 72 months. The College does not advocate any particular plan, but the Office of Financial Aid has a list of organizations which can be supplied on request.

Any student whose bill is not paid as provided herein may be excluded from classes. No student whose college bills are unpaid may receive a degree or honorable dismissal, have his grades recorded, or obtain a transcript of his record.

Because costs of operation are fixed, the College must follow a very limited refund policy: if a student enters late, withdraws, is suspended or dropped, or is absent for academic reasons over the winter term for two weeks or more—unless the absence involves an exchange with another institution—his board bill is appropriately reduced. There is no refund on room rents and the tuition refund is in compliance with Federal and State legislation.

Financial Aid

The College wishes to attract a student body diverse in interests, geographic background, and economic status. Accordingly, it provides for assistance to many students through College grants, part-time employment and long-term loans. Any applicant for admission is eligible to apply for financial aid, but awards are made solely on the basis of need.

Hamilton is a member of the College Scholarship Service of the College Entrance Examination Board. This Service assists the College in determining the student's need for financial aid. The filing of the Financial Aid Form prior to February 15, 1978 will ensure that a candidate is considered for any Hamilton scholarship, or federal awards administered by the College, for which he may be eligible. The Financial Aid Form is the only form that need be filed by entering students for initial consideration. The Statement may be obtained from a secondary school or from the College Scholarship Service, Box 176, Princeton, N.J. 08540, or Box 1025, Berkeley, Calif. 94701. For further information, candidates should write to the Director of Financial Aid, Hamilton College, Clinton, New York 13323.

An application for financial aid cannot be considered until the candidate also has applied for admission to the College. The decision to admit an applicant is normally made independently from decisions about financial aid. Admission in no way guarantees the granting of financial aid. Aid normally is awarded for an academic year and credited to College bills, but it may be adjusted at any time if circumstances warrant. Awards are re-evaluated each year, and so in the spring of each year, students who wish to be considered for the renewal of an award must file an application with the Director of Financial Aid.

Distribution of Awards By Family Income

Hamilton maintains a substantial student financial aid program in order to maintain a diverse student body. Therefore, candidates with limited family resources are encouraged to apply.

The table below shows the distribution of institutional, federal, state and outside awards for those candidates who sought assistance through the college. Those students who are receiving awards such as National Merit Scholarships, New York State Regents awards. Higher Education loans, etc., who did not also seek aid from Hamilton, are not included.

When determining the amount of financial aid a candidate is eligible to receive, in addition to income, the Financial Aid Committee also considers

assets, family size, the number of family members in college, medical expenses and other circumstances which may affect a family's contribution toward educational costs.

	Family Income Levels						
	Below $10,000	10,001-15,000	15,001 20,000	20,001-25,000	25,001 30,000	Above 30,000	Total
$ 100-1000	0	0	0	4	3	12	19
1001-2000	3	2	7	13	13	10	48
2001-3000	3	9	10	10	15	13	60
3001-4000	10	15	29	22	10	2	88
4001-5000	13	20	33	15	3	3	87
5001-6000	36	19	15	2	0	0	72
Above 6000	7	1	0	0	0	0	8
Total	72	66	94	66	44	40	382

Types of Aid

A Hamilton student with financial need may benefit from one or several types of assistance: Hamilton scholarships, loans or jobs; New York State and Federal scholarships, grants and loans; and various non-college awards made directly to the individual by private organizations.

Hamilton Scholarships

Over the years, the College has developed a strong and diverse program of scholarship aid. Hamilton scholarships are supported by endowed funds, established through the generosity of alumni and friends, by annual grants, and by the College's operating budget.

General Scholarships

Any Hamilton undergraduate is eligible to apply for a general scholarship. These scholarships are awarded on the basis of academic and personal promise as well as on the degree of financial need.

These grants are supported by the income from more than seventy endowed scholarship funds, from annual grants and by the general funds of the College. Stipends range in amount from one hundred dollars to total expenses and are awarded on the basis of need. (See Appendix for a partial list of General Scholarships.)

Special Scholarships

To be eligible for these scholarships, a student must be eligible for financial aid and must also meet certain requirements or restrictions set by the donor or the College that the recipient be part of a special group. For example,

Hamilton has scholarships available for the sons of secondary school teachers; for students transferring or graduating from New York State community colleges; for residents of certain geographic areas; for foreign students; and for students with special talents in various fields.

Many scholarships are available to matriculating students; others are restricted on the basis of a student's class year. (For details, see listings in Appendix.)

Prize Scholarships

Prize scholarships are awarded to students who have completed at least one year at Hamilton and who have demonstrated some achievement while enrolled at the College. The achievement is most often high quality academic work, but it may also include enrollment in a particular field of study or demonstrated good character and campus citizenship.

Most prize scholarships require that the recipient demonstrate need and be eligible for financial aid. Those prize scholarships which do not require need will vary in the amount of their awards, depending upon whether or not the recipient is eligible for financial aid. (See Appendix for listing.)

Federal and State Scholarships And Grants

Federal

Basic Educational Opportunity Grants range between $200 and $1,400 per year, depending upon the applicant's Eligibility Index assigned by a U.S. Office of Education formula. Candidates may submit the Financial Aid Form to the College Scholarship Service or a similar document to any other approved processor.

Supplemental Educational Opportunity Grants provide an aggregate maximum of $4,000 of direct aid for students who demonstrate exceptional financial need during undergraduate study. SEOG's cannot exceed more than $1,500 per year, or one-half the demonstrated need, and must be matched by an equal or greater amount of other assistance.

State

All residents of New York State are eligible to apply for the Tuition Assistance Program (TAP). Awards currently range between $100 and $1,500 depending upon family taxable income and the student's year in college.

Regents Scholarships in the amount of $250 per year are awarded during the candidate's senior year in high school. Candidates should consult with their guidance officer regarding the competitive examination necessary to Regents Scholarships.

States other than New York may provide scholarship aid for their residents. Candidates should contact their guidance counselor or State Education Department in their home state for detailed information.

Loans

National Direct Student Loans provide for low-interest (3%) long-term borrowing for students who demonstrate financial need. A student may receive up to a total of $2,500 for the first two years of undergraduate study, and a maximum total of $5,000 for all four years. In no case can the sum of NDSL and other assistance exceed the student's demonstrated financial need. Repayment normally begins after graduation.

State Guaranteed Loans are available through State higher education assistance agencies or the United Student Aid fund, depending upon the student's state of residence. Students whose adjusted family income is $25,000 or less are eligible for Federal interest subsidy. All others may qualify if need is demonstrated. Repayment at seven per cent interest normally begins after graduation.

The Theodore M. Pomeroy Loan Fund, established in 1916 for the purpose of "assisting worthy young men to acquire an education at Hamilton College," is now valued at approximately $25,000. Loans granted to seniors are repayable within three years of graduation (interest at three per cent computed from the time the student leaves college), and by other students before returning to college the following fall with interest at three per cent charged from the time the loan is made.

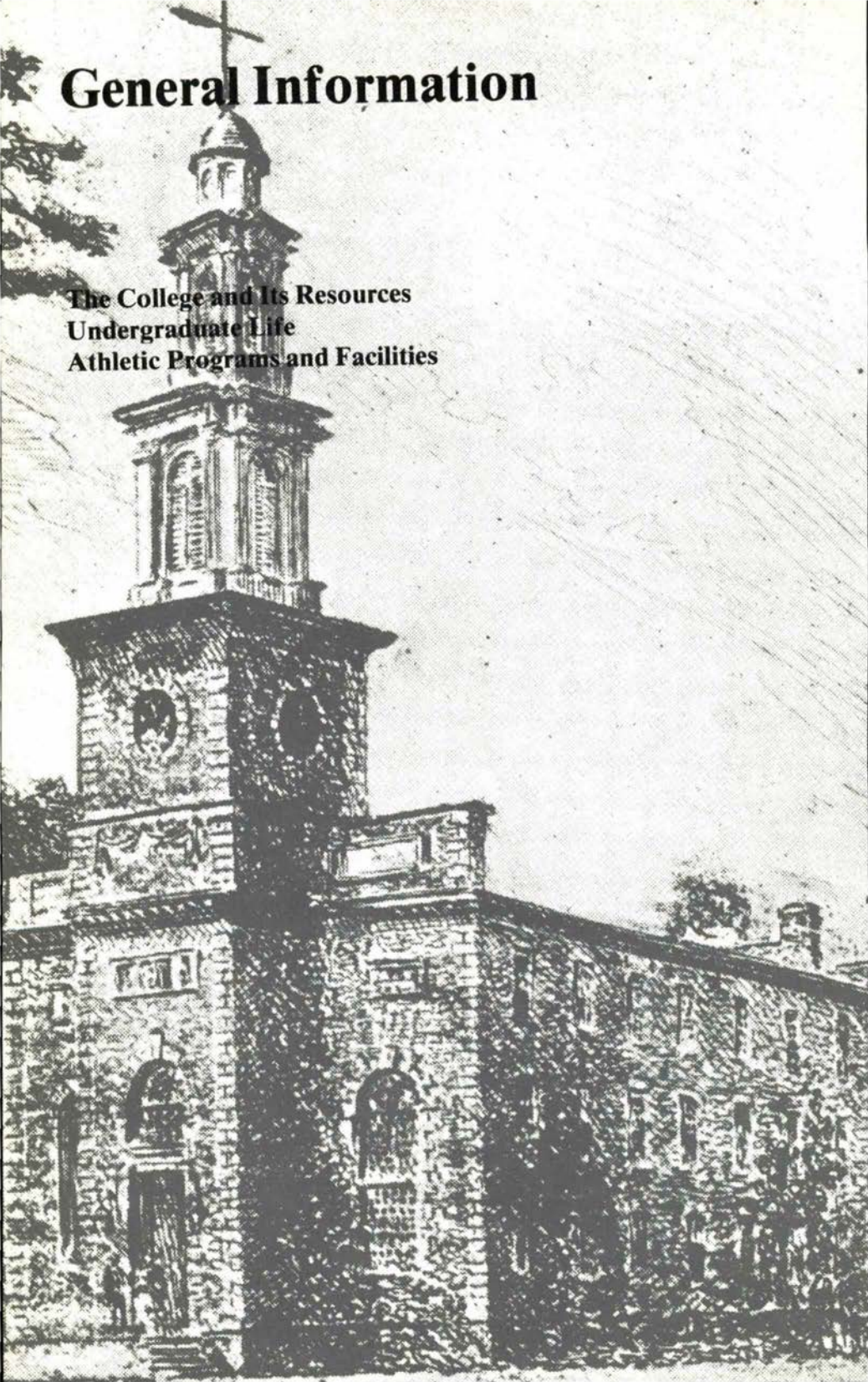
The Frank Burgess Memorial Fund was established in 1969 under the will of Frank Burgess of Utica. Income from the fund will be loaned to deserving students in need of financial assistance. According to the terms of the will, "Before any loan is granted to any student, said student shall agree to repay the loan so made to him and to begin to make payments on said loan within two (2) years after his graduation or on entering his life work and to complete repayment of said loan within five (5) years after graduation or on entering his life work, with interest at five per cent (5%) per annum to commence at his graduation or on entering his life work."

The Elmer C. Sherman Loan Fund, effective in October, 1963, was established under the will of Ida M. Sherman in memory of her husband, a member of the class of 1882. Loans are available to juniors and seniors who demonstrate need and have maintained high scholastic rank during their previous years at Hamilton. No interest is charged on these loans. The entire loan must be repaid within three years after graduation.

Student Employment

The Federal College Work-Study Program and Hamilton's Work-Scholarship Program provide for student employment as part of the financial aid package. Other employment possibilities, chiefly odd jobs, are under the supervision of the Career Center.

General Information



The College and Its Resources
Undergraduate Life
Athletic Programs and Facilities

The College And Its Resources

Buildings and Grounds

In all, the College owns 1,526 acres of woodlands, open fields, maintained gardens, and glens overlooking the Oriskany and Mohawk Valleys of Central New York. Included within the grounds are numerous hiking and cross-country ski trails and many unusual varieties of trees and plants. Across from the College, Root Glen, the gift of Mrs. Edward Root in 1971 and for many years beautifully grown under her devoted supervision, is remembered by all students and by visitors who have strolled its shale paths. The campus itself consists of 27 buildings, most of which are arranged in two compact quadrangles.

The Library

Hamilton's library collection is housed in the new Daniel Burke Library, named for a member of the Class of 1893 who was for many years Chairman of the Board of Trustees. The building, completed in 1972 at a cost of $5.4 million, gives Hamilton one of the finest small college libraries in the nation. The Burke Library has been designated by the Central New York Library Resources Council as the Bibliographic and Reference Center for the four-county region.

The Library collection numbers more than 300,000 volumes and is growing at the rate of 10,000 volumes a year. About 1,000 periodicals are received regularly, together with an increasing amount of microprint material. A large reservoir of additional material is available through interlibrary loan arrangements with other libraries.

Students have free access to the stacks and are instructed in the use of catalogues, bibliographies, reference works, and in other research techniques. Research desks are provided for students undertaking independent studies and term papers.

Noteworthy among the Library's special collections are the Ezra Pound Collection, the Rare Book Collection, the Alumni Collection of books written by and about graduates of the College, the Samuel Hopkins Adams Collection of College and Regional History, the Edward Robinson Collection of books on Palestinian travel, and the Walter Beinecke West Indian Collection.

In addition, an area of the first floor of the Library, known as the Browsing Room, contains easy chairs and books of current interest for leisure reading.

Classrooms, Laboratories, Offices

Benedict Hall (1897)
The gift of Horace Harper Benedict, Class of 1869 and one of the founders of the Remington Company, the building houses faculty offices and classrooms.

Chemistry Building
Erected in 1903, rebuilt and enlarged in 1930 and again in 1976-77, the building houses classroom, laboratory, and office space for the Chemistry Department, and a small auditorium.

Root Art Center
One of the original buildings (1804) of the Hamilton-Oneida Academy forms the rear portion of this early colonial building. The Center, later the home of the eminent art collector, Edward Wales Root, now houses art galleries, the offices and classrooms of the Music Department, practice and listening rooms, and a record library.

Root Hall (1897)
Given by Elihu Root, Class of 1864, in memory of his father, Oren Root, Class of 1833, the building houses classrooms, faculty and administrative offices, the Office of Admission, and an art studio.

Science Building
Constructed in 1925 and enlarged in 1965, it contains offices and laboratories of the Departments of Anthropology, Biology, Geology, Mathematics, Physics, and Psychology, and two small auditoriums. It also houses the Oren Root Mineralogy Collection, the nucleus of which was assembled circa 1850 by Mr. Root and now consists of more than 100,000 specimens of fossils, rocks, and minerals.

Silliman Hall (1889)
Originally the gift of Horace B. Silliman, Honorary 1890, it houses faculty offices, classrooms, and the language laboratory.

Computer Center

The Hamilton-Kirkland Computer Center is located on the lower level of the Burke Library. Campus computer services are provided by a combination of a local NCR 101 computer system and a 24-hour-a-day remote line to Cornell University's IBM 370-168 computer system. This gives the college community access to the full capabilities of the most powerful IBM system currently in operation.

The Center offers short non-credit courses to students and faculty to prepare them for use of the system and assists them in the preparation and implementation of their projects. Courses involving use of the computer are presently found in Mathematics, Government, History, Economics, and Psychology, with others in the planning stage.

The Observatory

The Hamilton College Observatory, constructed in 1975, has enabled the College to revive a tradition in astronomy which dates back to the 1850s. At that time, Hamilton had the second largest telescope in the United States, presided over by Professor Christian H.F. Peters, an eminent astronomer of his day.

Made possible through a gift of Elihu Root III, the observatory dome houses an 11 1/4' Maksutov telescope. Several smaller telescopes are also in use. In 1977, a building was constructed next to the observatory to provide work space and shelter for students enrolled in astronomy courses. This structure is heated by solar energy and is designed to permit experiments in this field. The observatory is off College Hill Road, on Peter's Road, a quarter-mile from the main campus.

The Chapel

The Chapel, restored in 1949 as a World War II memorial, occupies the central site of the campus. Designed in 1827 by Philip Hooker and completed the following year, the Chapel is thought to be the last remaining example of an early three-story church in America. The center of the religious life of the College, it also affords a place for public lectures, college assemblies, and concerts.

The Minor Theater

The Theater is housed in what was once the Perry Hiram Smith Hall, the College's first library, which later became an infirmary. The architect, Edward D. Stone, converted the building into a theater in 1962. The donor was the late Clark H. Minor, Class of 1902, one of the College's most generous benefactors and Chairman of its Board. The basement contains the studios of WHCL-FM.

Bristol Campus Center

The William McLaren Bristol Campus Center, opened in 1966, is a four-story student activities building named after the co-founder of the Bristol-Myers Co., a member of the Class of 1822. Funds were provided primarily by his sons, William M., Class of 1917, and the late Lee H., Class of 1914, and supplemented by other members of the family and friends. Facilities include a large snack bar, six bowling lanes, billiards, table tennis, book store, mail center, laundromat, lounges, meeting rooms, offices for student organizations, and guest rooms.

Afro-Latin Cultural Center

The Afro-Latin Cultural Center, opened in 1969, affords facilities for the presentation of the Black and Puerto Rican perspectives through discussions, lectures, art exhibits, and similar educational, cultural, and social events. The center is open to, and is used by, all members of the college community. The facility serves both Hamilton and Kirkland.

The Health Center

The Thomas Brown Rudd Health Center, named for the College's thirteenth president, was completed in 1959, and an addition was constructed in 1972. The building contains fourteen beds, isolation room facilities, modern and fully equipped examination and treatment rooms, X-ray and laboratory facilities. It serves both Hamilton and Kirkland.

The center is staffed by two physicians, a clinical psychologist, a counselor, and registered nurses. In addition a psychiatrist, a radiologist, and an orthopedic surgeon act as consultants to the Health Center staff. Consultants in other fields are used as indicated.

Buttrick Hall

Built originally in 1812 as the college dining hall, Buttrick is as old as the College itself. In 1834 it became the home of Horatio Buttrick, then superintendent of buildings and grounds and registrar. Through Oren Root's marriage to a daughter of Horatio Buttrick, the building became the birthplace of Elihu Root, diplomat and winner of the Nobel Peace Prize. In 1926 it was reconstructed as an administration building and today houses the offices of the President, the Provost, the Business Office, and a number of faculty.

Dormitories

Hamilton believes the educational and personal growth opportunities available to students are enhanced when all members of the community are in residence together. Toward this end, students are required to live in one of eight dormitories or eleven fraternity houses on the campus. The majority of freshmen are housed in Dunham, although nearly a quarter live in other buildings. No matter what the location, each freshman is assigned a Freshman Advisor, an upperclassman who lives on the same floor and is available as a trained peer-counselor. Upperclassmen live in the other dorms and in the fraternities.

It is the goal of the College to provide for all students the maximum number of housing options. Accommodations include singles, doubles, triples, quads, housekeeping apartments, and cooperatives in buildings whose occupancies range from 220 to 14. A limited number of coeducational housing spaces, either on the Kirkland campus or at Hamilton, are available to upperclassmen.

Dining Halls

There are two dining halls on the Hamilton campus, the *Soper Commons*, gift of Arthur W. Soper, Honorary 1893, Alexander Soper, 1867, and James P. Soper; and the *Bundy Dining Hall* in the Bundy residence quadrangle. The basement of Commons contains a pub where beer and light refreshments are available in the evening. In addition, Hamilton students on the board plan may eat at *McEwen Dining Hall* on the Kirkland campus. Kirkland students may eat at either Commons or Bundy, as well as at McEwen.

Kirkland Cottage

The oldest (1792) building on campus, Kirkland Cottage was first built near the foot of College Hill as a home by Samuel Kirkland, the founder of Hamilton College. In 1925 the cottage was moved uphill to its present campus site and later restored. Its furnishings now include Samuel Kirkland's desk and chair and other pieces of historical interest. The cottage is used by Pentagon, senior honor society, for its meetings and for the matriculation of the freshman class.

Kirkland Campus

The Kirkland College campus, adjacent to Hamilton, contains a number of excellent buildings. Among them are the List Arts Center, devoted to the visual and performing arts, the Kirner-Johnson academic complex, containing most of Kirkland's classroom and office facilities, and McEwen Hall, named for a past president of Hamilton and housing dining facilities and a reception area.

Undergraduate Life

It is a strongly supported value of the College that young men should be treated as mature and responsible individuals and that personal growth, both intellectual and ethical, should take place in an atmosphere of freedom. The College believes that this freedom, under the guidance and advice of skilled and experienced adults, makes a very real contribution to the learning process. The close community relationship among students, faculty, and staff is a vital and perhaps unique element in the Hamilton experience.

The Honor System

Begun over sixty years ago, the Honor System is remembered by many Hamilton students as one of the most important features of their college careers. Forming, as it does, a bridge of trust between students and faculty, it stands as a symbol of academic integrity.

The Honor Code governs all examinations and other academic work submitted for a grade. It creates two imperatives for each student: to refrain from fraud himself, and to report observed fraudulent action on the part of any other student. Under the Code, students take examinations without proctor and assume other responsibilities that conventionally would be under faculty or administrative control.

Violations of the Honor Code are handled by the all-student Honor Court, which has the power to levy penalties up to and including expulsion from the College.

The Judiciary Board

The College has few non-academic rules and regulations beyond the general proviso that the student is expected to act in a mature manner and to be responsible for his actions at all times. On those occasions when violations occur, they are referred to the all-student Judiciary Board, which, like the Honor Court, may impose penalties ranging from warnings to expulsion.

The Honor Court and the Judiciary Board reflect the strongly held faculty belief that students should be judged by their peers and, when necessary, penalized by their peers. Although decisions of both groups are subject to faculty review, they are seldom overturned.

The Publications Board

Consisting of students, faculty, and administrators, but always with a student majority and chairman, the Publications Board oversees all Hamilton-

Kirkland student publications. It approves budgets for each publication, elects editors, and adjudicates editorial problems. The newspaper, yearbook, literary magazine, several smaller publications, and radio station are all operated and managed wholly by students.

The Student Senate

The Student Senate serves as the governing body for student affairs and also distributes funds to the various student organizations in consort with a similar body at Kirkland (nearly all student organizations include members from both Colleges). Major Senate committees work in such areas as Admission, Curriculum, and Health.

In addition, students sit as members of several trustee committees. Each fall, a group of faculty, students, administrators, trustees, and alumni gather at the Adler Conference, in the Adirondacks, for informal discussions of issues facing the College.

Student Organizations

The Hamilton-Kirkland Black and Latin Student Union was founded in 1968 by students of both Colleges. Although primarily concerned with making the Hamilton experience more rewarding to Black and Puerto Rican students, the Union also concerns itself with the activities of Black and Puerto Rican communities off the campus. The Afro-Latin Cultural Center was established in 1969 to make more visible and vivid the reality of Black and Puerto Rican cultural history. Its activities, programs, and exhibitions are sponsored by the Union. These include an annual Cultural Weekend, featuring guest appearances by outstanding Black and Puerto Rican artists, and events planned in conjunction with area Black and Puerto Rican communities.

The Debate Club keeps alive the long tradition of debate in Hamilton's history. Each year members of the Debate Club travel around the country to participate in the top tournaments. Since 1922, Hamilton has had a chapter of Delta Sigma Rho, the honorary forensic society.

The departmental clubs provide common ground for students interested in a particular field of study. The clubs sponsor discussions, lectures, presentations of papers, and similar events. Such groups are sponsored by the Biology, Philosophy, French, Spanish, and German Departments.

The Environmental Ecology Committee operates a recycling program on campus and investigates environmental problems in the surrounding area.

The International Students Club is an association of foreign students at Hamilton and Kirkland. Club members regularly present films and lectures about their home countries, both on campus and in the surrounding community.

The Outing Club organizes and conducts hiking and camping trips, winter mountaineering, rock climbing, and cave exploration. It also sponsors lectures and films on these subjects. It is a member of the Intercollegiate Outing Club Association, which helps coordinate trips with other colleges.

The Root-Jessup Public Affairs Council is an undergraduate organization, with student officers and a faculty adviser, whose purpose is to stimulate student discussion of current national and international issues. The group sponsors discussions and a major lecture series whose recent participants have included Shirley Chisholm, Ramsey Clark, Dick Gregory, and James Kilpatrick. The Council is named for the distinguished diplomats, Elihu Root, Class of 1864, and Philip Jessup, Class of 1918.

Service Organizations

Hamilton and Kirkland students interested in making a contribution toward the solution of some of modern society's problems are afforded a number of rewarding opportunities for doing so in student service organizations. At present nearly twenty percent of the College's students participate in at least one of these groups, which are operated independently under Student Senate charter and coordinated by the Interfaith Forum.

The Utica Tutorial Project provides student tutors for disadvantaged junior high school pupils in Utica on a weekly basis throughout the academic year. The project also provides opportunities for the pupils to take part in a variety of special programs on the campus.

The House of Good Shepherd Program enlists student volunteers to work at a home for elementary and high school students who have been separated from their families for a variety of reasons.

The Marcy Psychiatric Center Program organizes weekly visitations by students at a nearby mental institution. Student volunteers conduct group socialization activities where patients from several wards are brought together to participate. Some volunteers work one-on-one with particularly isolated or anti-social patients. Patients of all ages are involved in the program.

The Gillmore Village Recreation Program was initiated in answer to a request from a division of the Utica Community Action Commission. Working with volunteers from Utica College, students have organized a weekly recreation program for youngsters living in this low-income housing development.

St. Elizabeth's Hospital Program provides volunteers with an opportunity to contribute services to a fairly large community hospital. Although not limited to pre-medical students, the program is of special interest to this group.

The Handicapped Children's Program works closely with the Utica Cerebral Palsy Association and helps youngsters afflicted with this disease. These volunteers also work on a regular weekly basis, with special emphasis on swimming and other recreational activities.

The Rome State School Program sends student volunteers to work at a nearby school for the mentally retarded.

Fraternities

There are ten social fraternities active at Hamilton: Sigma Phi (1831)*, Alpha

**Dates indicate year in which Hamilton chapter was established*

Delta Phi (1832), Psi Upsilon (1843), Chi Psi (1845), Delta Upsilon (1847), Delta Kappa Epsilon (1856), Theta Delta Chi (1868), Emerson Literary Society (1882), Teak (1930), and Delta Phi (1950).

Rushing takes place during the first term; pledging during the second. In 1976-77 slightly more than half the freshmen pledged.

Religious Activities

The religious program at Hamilton and Kirkland Colleges reflects the diversity of interest within the community.

The college chaplains, whose offices are in Kirkland Hall at Hamilton, are available for personal counseling. The Interfaith Forum, made up of students and faculty working with the chaplains, sponsors a variety of religious and social activities.

Roman Catholic Mass is celebrated on Sunday in the Chapel, and the Free Church of Clinton also holds regular services. A series of theological discussions takes place Sunday evenings in the Kirner-Johnson Building at Kirkland.

The Jewish Students Group meets periodically for programs of discussion, and Sabbath services are held on Friday. Home hospitality is arranged with families in Utica, New Hartford, and Clinton during the High Holy Days.

The Christian Fellowship sponsors a daily gathering for prayer and also arranges a weekly Bible Study. Other groups represented on campus include the Christian Science Association, a Buddhist organization, and the Bah'ai World Faith.

Also under sponsorship of the Interfaith Forum is the Free School of Clinton, which offers to the College Community and townspeople alike a series of courses not ordinarily in the Hamilton and Kirkland curriculums.

A memorial to John Herschel Morron, of the Class of 1859, established by the bequest of his son, John R. Morron, provides an endowment, the income from which is used to support activities and programs connected with the Chapel.

Programs in the Arts

Art

The Art Department, through the generosity of the late Edward Wales Root of the Class of 1905, has been provided with three skylighted studios, an exhibition room, and offices for the members of the Department, all located in Root Hall. Mr. Root's gift also made possible the purchase of equipment and materials for individual instruction in creative drawing and painting.

Several annual exhibitions are presented in the Root Art Center, accompanied by gallery talks corresponding to the shows. In addition, the excellent permanent and visiting exhibitions at the Munson-Williams-Proctor Institute in Utica are available to students. The Art Center also provides space for special lectures and facilities for meetings and receptions.

A series of 14 exhibitions is scheduled in the lounges of the Bristol Campus Center, changing approximately every other week during the academic year. A wide variety of graphic forms is selected and hung by the Campus Center Student Exhibitions Committee.

The Art Lending Library, administered by the Bristol Campus Center, consists of a collection of about two hundred original prints, copies, and sculptures. Students may rent the pictures in this collection by the semester for a nominal fee.

The Albert A. and Vera G. List Arts Center on the Kirkland campus contains a dance studio, rehearsal rooms, darkrooms, and exhibition space.

Music

The musical life of the College is active and varied. It includes concerts by visiting professionals as well as by student organizations, and is under the general supervision of the Music Department. Recent musical events at the College have included concerts by the Cambridge Consort for Early Music, Bach's Uncle, William Albright, the Rochester Philharmonic, and concerts of East Indian music from the Wesleyan Center for World Music. Some seven or eight concerts are presented each year by student musical groups and musicians. Additional concerts are offered nearby in Utica by the Chamber Music Society of Utica, the Utica Symphony, the Utica Opera Guild, and the Great Artists Series. The Student Activities Committee further contributes to the musical life of the College, sponsoring the Intercollegiate Folk Festival, the Jazz Weekend, and other concerts. The Afro-Latin Cultural Center also offers concerts for the college community. The record library in the Root Art Center contains an extensive and growing collection of phonograph records of music from the Western tradition, including both classical and folk music. The Anthropology Department maintains a large selection of recordings of non-Western music.

Choral Music at Hamilton and Kirkland is based on a long tradition of excellence. In recent years, the Choir has undertaken annual tours throughout the eastern and midwestern United States and Canada; it has twice toured Europe and is currently planning a third trip. For over a decade the Paul Kuentz Chamber Orchestra of Paris has collaborated with the Choir in the presentation of a choral-orchestral work. The Choir is open by audition to anyone attending Hamilton or Kirkland. Auditions are held each autumn before the first week of classes. No special musical training is required. The only prerequisites are the ability and desire to sing.

The College Hill Singers, a choral chamber ensemble, was founded in 1973.

The Brass Choir has numerous opportunities to perform throughout the year, providing music for various college functions as well as giving concerts off campus on its own or in conjunction with the college choir. Its repetoire ranges from Josquin and Gabrieli to Hindemith and Dahl.

The Woodwind Ensemble affords an opportunity for the study and performance of music for various combinations of wind instruments. Recent concerts have included works by Ibert, Mozart, Fine, and Richard Strauss.

The Buffers is a vocal octet which specializes in popular, folk, barbershop,

and light music. The group performs at social events at Hamilton and other colleges and gives informal concerts on choir tours.

Instruments. The College possesses a number of instruments available for student use. In addition to four pianos and various wind and brass instruments, Hamilton has a Steinmeyer one-manual *positif* organ, a new Noack two-manual organ, and a two-manual Dowd Harpsichord. The College is now augmenting its collection with the purchase of ancient instruments for the authentic performance of medieval and renaissance music. For information on the study of performance and the use of these instruments, consult the Music Department.

Drama

The *Charlatans,* the college dramatic society, was organized in 1909 by a group headed by the late Professor Barnes Rudd and the late Alexander Woollcott. Membership is open to all students of Hamilton and Kirkland having an interest in dramatics and stagecraft. A professional director works with the society in one or two major productions each year, and the Charlatans present a varied schedule of productions independently, including the best student-written plays submitted to the Wallace Bradley Johnson Playwriting Contest.

The Alexander Hamilton Players specialize in musical theater and comedy. Membership is open to all students and faculty who have an interest in singing, stagecraft, acting, or membership in the Players' orchestra. Two major productions, directed by faculty or students, are presented each year, and occasional tours are undertaken.

Lectures

Numerous lectures are provided during the year for the college community from the income of endowments established for the purpose, augmented by general college funds.

The Myers Lectures were established in 1912 in memory of John Ripley Myers of the Class of 1885. The foundation is intended to "bring into the life of the college community new men and new points of view not covered by the ordinary curriculum of the College, and to add to its cultural possibilities."

The Wood Memorial Lectureship was established in memory of Frank Hoyt Wood, for many years professor of political science at the College.

The Winslow Lectures in Classical Archaeology were established with a bequest by William Copley Winslow, D.D., of the Class of 1862.

The Truax Memorial Lectures in Philosophy were established in 1956 by R. Hawley Truax, of the Class of 1909, in memory of his father Chauncey S. Truax, of the Class of 1875, to strengthen the instructional program in philosophy through visits to the College by distinguished lecturers in that field.

The Root-Jessup Lecture Series, sponsored by the Root-Jessup Public Affairs Council, brings well-known speakers to the campus.

Film

A full program of domestic and foreign full-length feature films is shown by student-operated film societies on the Hamilton and Kirkland campuses nearly every weekend that college is in session.

Athletic Programs And Facilities

Athletic Facilities

The College is in the process of improving and expanding its athletic facilities. The Alumni Gymnasium, which was built in 1940, is newly renovated, and a spacious new lobby has been constructed to connect the gym with the Russell Sage Building, which houses an indoor artificial ice rink and a 220-yard asphalt running track. The renovation of the gymnasium will provide modern locker room facilities, additional facilities for women, and new and expanded office space for the physical education staff.

By the spring of 1978, Hamilton will have a fieldhouse, which will contain a regulation-size basketball court and pullout bleachers seating 1,500 spectators. The building will also contain a 200-meter artificial surface track, space for indoor tennis, badminton, and volleyball courts, and a playing surface that will accommodate the football, baseball, soccer, and lacrosse teams during inclement weather. The playing fields for these outdoor sports, plus an outdoor track and ten all-weather tennis courts, are located nearby. The nine-hole Hamilton B. Tompkins golf course covers 65 acres adjacent to the campus proper. Two platform tennis courts are available at Kirkland. Bowling, billiards, and table tennis are offered in the accessible Bristol Campus Center. A small building, adjacent to the new fieldhouse, will soon provide additional squash and handball courts.

Athletic Policy

The primary emphasis of the athletic program at Hamilton College is upon the educational value of athletics rather than upon athletics as a public entertainment or as a source of financial income. Through its Department of Physical Education, the College provides a fourfold program in athletics: instruction in physical education, intramural competition, recreational play, and intercollegiate programs. Through its program, Hamilton maintains a long tradition of placing emphasis not only on the acquisition of knowledge, but also on the enjoyment of physical activity and the attainment of skills which will provide lifelong satisfaction.

Physical Education Instruction

By vote of the Faculty, the current requirement stipulates that each undergraduate must devote a portion of his academic experience to the program offered by the Department of Physical Education. The Department offers instruction in tennis, golf, squash, skating, swimming, badminton, handball, volleyball, and general physical fitness. Each student is expected to

take instruction in four of these sports until he demonstrates competence in them. In some instances, the requirement of competence is not met in the freshman year.

Intramural Activities

The Intramural Council currently mounts programs in touch football, basketball, hockey, softball, badminton, squash, volleyball, track, cross country, handball, swimming, tennis, golf, lacrosse, bowling, and table tennis. These sports have special value to the student who seeks game competition but whose skills are below the level of the intercollegiate participants. Based upon the last three years, and with full account of multiple participation, two out of every three Hamilton students participate in one or more intramural competitions (63%). There is usually representation from each of the ten fraternities, the independent students, the freshmen, and teams from Kirkland College.

Intercollegiate Athletics

The College is committed to a representative intercollegiate athletic program. It is also committed to seeking fine student-athletes who value and respect the fundamental educational goals of the College.

The College fields Varsity and in some sports Junior Varsity teams in football, soccer, cross country, basketball, hockey, swimming, baseball, track, winter track, tennis, golf, and lacrosse. Based upon the last three years, and with full account of multiple participation, about a third of all students participates in an intercollegiate sport during their four years at Hamilton.

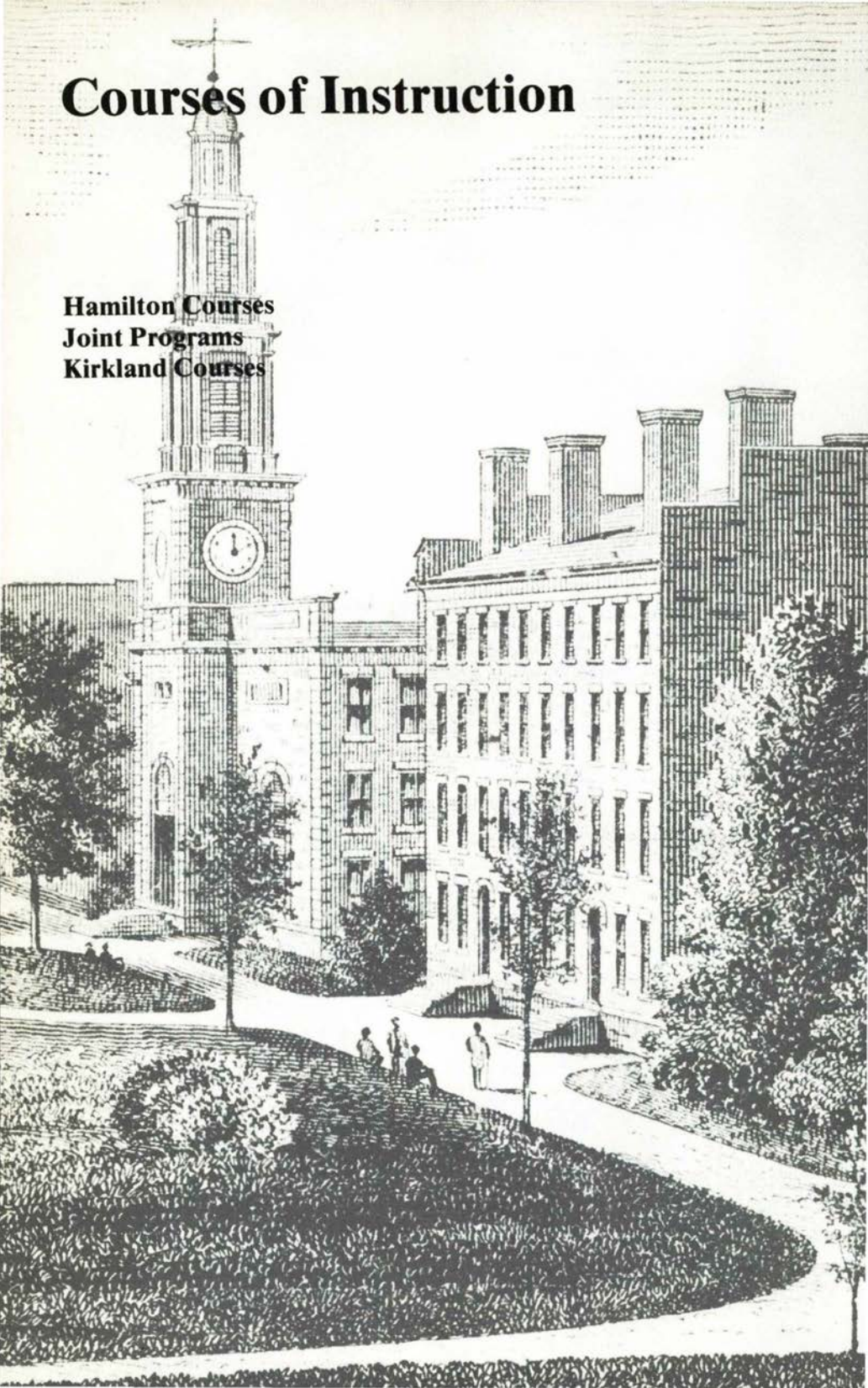
Hamilton is a member of the New England Small College Athletic Conference, composed of ten small colleges. Other members are: Amherst, Bates, Bowdoin, Colby, Middlebury, Trinity, Tufts, Wesleyan, and Williams. The conference rigorously balances athletic involvement with very high academic standards. Hamilton is also a member of the National Collegiate Athletic Association and Eastern College Athletic Conference.

Clubs and Awards

The Block H Club, consisting of undergraduates who have received letters in varsity sports, is dedicated to promoting the best interest of athletics at Hamilton College. Athletic awards are given annually to varsity players who display outstanding sportsmanship, attitude, and ability. Club teams are supported by the Department of Physical Education in water polo, squash, and sailing.

Courses of Instruction

Hamilton Courses
Joint Programs
Kirkland Courses



Hamilton Courses

For each course the numbering indicates its general level and the term in which it is offered. Courses numbered in the 100's are introductory in material and/or approach. Courses numbered in the 200's and 300's are intermediate and advanced in approach respectively. Courses numbered in the 400's are most advanced.

The term in which the course will be offered is indicated by the letter immediately following the course number. F for Fall Term, W for Winter Term, and S for Spring Term. F,S designates a course offered in both Fall and Spring Terms. The fW notation indicates a course which is offered in the Winter Term for which some early preparation is necessary.

Courses with bracketed numbers will not be offered during 1977-78. In most cases, the description indicates the next date the course will be offered.

A single three-digit number preceding a course description indicates that the course may be elected for a single term. Most offerings are of this type. Two three-digit numbers separated by a hyphen indicate that normally the course will be elected for two terms. For such courses a student may not enter the second term without having taken the first, unless otherwise indicated.

A course designated as open to a certain class (e.g. "Open to sophomores") is also open to all higher classes. A course with no statement concerning class eligibility is open to all students.

Unless otherwise stated, all courses meet for three 50-minute or two 75-minute periods a week.

A description of Kirkland courses that are referred to in concentration statements or listed as prerequisites may be found among the Kirkland course offerings.

Anthropology

Jack Alexander, Grant D. Jones, and Henry J. Rutz (*Chairman*).

A concentration in Anthropology consists of Anthropology K111, 113 or K113, 350, 490 or K490, and four other courses. Courses for the concentration may be elected from the offerings of either Kirkland or Hamilton College. Students may earn departmental honors through distinguished achievement in their anthropology course work, including Anthropology 550 (or K500).

113F,S Introduction to Cultural Anthropology. Cross-cultural approaches to the study of social structure, polity, economic behavior, and belief systems. Anthropological methods of analysis of non-literate, peasant, and complex contemporary societies. (Equivalent to K113.) The Department.

210S Cultural Dynamics. A broad approach to the study of dynamic processes in culture and society. Theories of cultural evolution, social movements, innovation, and modernization. Prerequisite, 113 or K113. (Offered in alternate years.) Mr. Rutz.

[220S] The Prehistory and Ethnohistory of Mesoamerica. An examination of the development of the prehistoric cultures of Mexico, Guatemala, and Belize; and analysis of the impact of European colonial systems upon these cultures from the conquest through the nineteenth century. Problems in the interpretation of archaeological and documentary evidence. Prerequisite, 113 or K113. (Next offered 1978-79.)

[221S] Mesoamerican Societies. A survey of Indian and mestizo societies in twentieth century Mexico, Guatemala, and Belize through the comparative analysis of their economic, kinship, political, and religious systems. Prerequisite, 113 or K113. (Next offered 1979-80.)

[225] Culture and Religion. A cross-cultural investigation of the components of religious belief, behavior, and organization. The functions of religion in society and culture; myth, symbolism, and ritual. The dynamics of religious processes, with an emphasis on syncretism, nativism, and social change. Prerequisite, 113 or K113.

[240W] Field Trip to the Maya Lowlands. Archaeological, historical, and ethnological observations in the Yucatan Peninsula, including Mexico, Belize, and the Peten of Guatemala. The growth of lowland Maya civilization and the impact of colonial and national development on Maya culture. Prior reading required; the preparation of a journal. Maximum enrollment 12. Extra cost. Prerequisite, K111 or 113 or K113.

250F Caribbean Societies. A comparative study of the social context and meaning of race, language, and culture, past and present, in the Caribbean. Prerequisite, 113 or K113. Mr. Alexander.

270S The Family. A comparative study of the family, including socialization, kinship, and sex roles; problems in the relationship between family and society. Special attention given to American families. Prerequisite, 113 or K113. Mr. Alexander.

271W Anthropology of Family Planning. A study of family values related to family planning. The class designs, administers, and analyzes its own fieldwork project. Prerequisite, 113 or K113. Mr. Alexander.

[280S] Pacific Societies. An introduction to the indigenous societies of Melanesia, Micronesia, and Polynesia. Problems of adaptation to atoll and island environments; land tenure and agricultural systems; social and political organization. Post-contact problems and contemporary issues. Prerequisite, 113 or K113. (Next offered 1978-79.)

320S Economic Anthropology. A comparative study of nonindustrial production and exchange systems; ceremonial exchange; peasant markets;

problems of economic development and rural transformation in tribal and peasant societies. Prerequisite, 113 or K113. Mr. Rutz.

350F Social Organization. An analytical and historical approach to the anthropological study of social structure and organization. Functional analysis, methodology in social anthropology, the comparative study of kinship and marriage, political systems in small scale societies. Intensive comparative analysis of a selection of ethnographies. Recent developments in structural analysis. Prerequisite, 113 or K113. Mr. Alexander.

[366S] Ecological Anthropology. The cross-cultural examination of man's place in the ecosystem. Human ecology (biological and sociological), cultural ecology, cybernetics, theories of general and specific cultural evolution. Integrative ecological models of subsistence systems, technology, population, human conflict, social structure, and ideology. Archaeological, historical, and ethnographic methods of analysis. Prerequisite, 350. (Same as K366.)

370S Political Anthropology. A comparative study of political systems. Emphasis on tribal and peasant societies. Political evolution, social stratification, and the state; kinship and politics; colonialism; peasant reform; and revolution. Prerequisite, 113. Mr. Rutz.

490F Theory in Anthropology. An analysis of various conceptual approaches to anthropological method and theory. Prerequisite, 350. (Same as K490.) Mr. Rutz.

550 F,S Senior Program. A project limited to senior concentrators in Anthropology, resulting in a thesis supervised by a member of the department. Required for Departmental Honors. Prerequisite, 490. (Same as K500.)

Art

Rand Carter (*Chairman*), Dennis Lukas, and David R.E. Wright

A concentration in Art consists of eight courses and a senior tutorial so chosen as to provide an integrated program of applied, critical, historical, and theoretical studies. These courses include Art 110, 120, and 130 (or Art History K101-102); one course chosen from 250, 270, or 280; either 310 and 320 or 330 and 340; and two additional courses in either studio practice or the history of art. During the senior tutorial, 550, the student will prepare either for an exhibition of his work or for a comprehensive examination. With the exception of K101, all courses in the Kirkland Art Division's film, photography, and visual arts programs count toward the concentration.

110F Basic Drawing. An exploration of the conceptual bases of drawing coordinated with the individual student's work in various media. Nine studio hours a week. Mr. Lukas.

120S Basic Painting. The methods and materials of painting. Emphasis on comprehension of representational modes and mastery of technique as a basis

for independent development. Nine studio hours a week. Prerequisite, 110 or consent of the instructor. Mr. Lukas.

[130F] Introduction to the History of Art. The role of works of art in the intellectual history of man. Readings on the broad historical background; class discussion of representative examples from various cultures in an effort to gain fluency in reading and comprehending visual forms. The Department.

210F Intermediate Drawing and Painting. Drawing and painting in various modes and media. Group critiques. Nine studio hours a week. Prerequisite, 120 or consent of the instructor. Mr. Lukas.

220S Advanced Drawing and Painting. Special projects assigned and individual development encouraged. Prerequisite, 210 or consent of the instructor. Mr. Lukas.

240S History of Landscape Architecture. A comprehensive survey of man-made environments from the beginnings of landscape architecture in the ancient Near East to the public parks and parkways of the present; an examination of stylistic trends in landscape architecture as reflections of man's changing conception of his relationship to the material world. Excursions to various sites in the vicinity of Clinton during the latter part of the term. Mr. Wright.

250F Art in the Ancient Near East. The art of Egypt, Mesopotamia, and Iran in relationship to the philosophical, religious, literary, and political concepts of the times. Mr. Wright.

270F Roman Art. The cultural continuity of Roman art from early Italic and Etruscan art through the Republican and Imperial phases, with Early Christian art and the art of the East Roman Empire (Byzantium) through the period of Justinian seen as an integral part of the development. Mr. Wright.

280S Art of the Middle Ages. Middle and late Byzantine art, and the development in the West, from the cultural awakening of the Hiberno-Saxon nations in the seventh century through the Carolingian, Ottonian, Romanesque, and Gothic periods. Mr. Wright.

290W Figure Drawing. Drawing from the model in various media, including charcoal, pencil, and ink wash. Enrollment limited to twenty. Mr. Lukas.

310F The Italian Renaissance. The stylistic development of Renaissance art in Italy, from its roots in the fourteenth century to its Mannerist phase in the sixteenth century. Mr. Wright.

320S Studies in Renaissance Art. The intellectual background of the visual arts of the Renaissance, with emphasis on the influence of humanism, philosophy, mythology, and theology in their relationship to artistic theory and practice. Insofar as possible, original sources read and discussed. Prerequisite, 310. Mr. Wright.

[330F-340S] European Baroque Art. The generation of the Baroque in Rome, its dissemination throughout Europe, and its Rococo transformation. The Baroque synthesis as a cultural phenomenon in the Age of Expansion. Prerequisite, 130, or Art History K101-102. 340 may not be taken as a separate course. (Next offered 1978-79.)

350F-360S Modern Architecture, 1750 to the Present. First semester, the origins of an essentially modern attitude towards architecture during the late eighteenth century and its development in the nineteenth century. Second semester, the architecture of the last one hundred years. 360 may not be taken as a separate course. Mr. Carter.

365W The Architecture and Urban Development of London. Conferences on the urban history of London from Roman times to the present followed by visits to typical neighborhoods and outstanding examples. Special excursions to the garden cities of Letchworth and Welwyn, as well as to one of the new satellite cities ("new towns"). Each student will prepare a notebook based on research and fieldwork on the development of a particular neighborhood in metropolitan London. Residence in London during the Winter Term. Extra cost. Minimum enrollment 15; maximum, 20. Mr. Carter.

370F Painting and Sculpture, 1750 to the Present. Analysis of the style, subject matter, and content of particular works of art, and discussion of their relationship to the intellectual, political, industrial, economic, social, and sexual revolutions of the past two hundred years. Prerequisite, two courses in Art. (Offered in alternate years.) Mr. Carter.

[380S] Islamic Art. The Near and Middle Eastern origins, the classical inheritance, and the eastern and western diffusion of Islamic culture. Prerequisite, 130 or Art History K101-102. (Next offered 1978-79.)

480S East Asian Art. A survey of the art of China, Korea, and Japan. Prerequisite, 130 or Art History K101-102. (Offered every third year.) Mr. Carter.

490S Seminar in Special Topics. An examination of a single limited area through readings, discussion, and written and oral presentations. Topic for 1978: modern design. Prerequisite, two courses in Art. (Offered in alternate years.) Mr. Carter.

550S Senior Tutorial. Designed for students prepared to do independent work at an advanced level. Studio concentrators to prepare for a senior exhibition; history concentrators to prepare for a comprehensive examination. Required of seniors concentrating in Art; open to others with consent of the department. The Department.

Biology

See Life Sciences in the Joint Programs section.

Chemistry

Leland E. Cratty, Donald J. Denney (*Chairman*), Robin B. Kinnel, and Lawrence K. Yourtee

A concentration in Chemistry consists of Chemistry 111 or 115, 116, 223-224, 333-334, and two courses chosen from 337, 338, 441, or 442. These courses, covering basic general, organic, and physical chemistry, plus two advanced courses treating modern theoretical concepts and experimental techniques in depth, constitute a minimum program in a liberal arts curriculum.

Additional work in chemistry and/or physics and mathematics is recommended for students planning graduate work in chemistry. This may include independent study in Chemistry. Departmental honors will be determined on the basis of excellence in course work and in an independent project. Hamilton is on the list of institutions whose chemistry programs have been approved by the Committee on Professional Training of the American Chemical Society.

110W Introduction to Chemistry. An introduction to selected chemical principles, with emphasis on applications to modern technology and the environment. Designed for students who do not expect to take further work in chemistry. Not open to students who have had previous work in college chemistry. Mr. Yourtee.

111F General Chemistry. An introductory study of fundamental concepts and principles of chemistry with selected applications. The laboratory emphasizes quantitative measurement and analysis. Three hours of class and three hours of laboratory. Credit not allowed for both 111 and 115. Mr. Yourtee.

112S General Chemistry. A further study of fundamental principles and applications. The laboratory includes an introduction to inorganic qualitative analysis. Three hours of class and three hours of laboratory. Prerequisite, 111 or 115. Mr. Yourtee.

113W Ecochemistry. Special topics in the relationship between chemical factors in the environment and human activities. Emphasis in 1977-78: water systems. Student seminars, field projects, and laboratory work. Prerequisite, one course in Chemistry or consent of the instructor. Messrs. Cratty and Denney.

115F Chemical Principles. A study of selected chemical principles and an introduction to quantitative analysis. Recommended for students with better than average preparation in chemistry. Three hours of class and three hours of laboratory. Prerequisite, consent of the Department. Credit not allowed for both 111 and 115. Mr. Cratty.

116S Introductory Physical Chemistry. An introduction to thermodynamics, chemical kinetics, electrochemistry, and the chemical bond. The laboratory includes the application of physicochemical principles in quantitative analysis.

Three hours of class and three hours of laboratory. Prerequisites, 115 or 112, or 111 and the consent of the instructor. Mr. Cratty.

223F-224S Organic Chemistry. The extension of chemical principles to the chemistry of carbon compounds, stressing their structure and reactivity. Three hours of class and four hours of laboratory. Prerequisite, 112 or 116. 224 may not be taken as a separate course. Mr. Kinnel.

333F-334S Physical Chemistry. A study of the laws governing the behavior of physicochemical systems and the theories and models proposed to explain them. Three hours of class and three hours of laboratory. Prerequisites, 116, Physics 110-120 or 130-140, and Mathematics 213 (or 112 or 119 and consent of the instructor). 334 may not be taken as a separate course. Mr. Denney.

333aF-334aS Same course as H333-334 but without laboratory. Not acceptable for a concentration in Chemistry. Mr. Denney.

337F Chemistry of Natural Products. The structure, synthesis, and biosynthesis of natural products. Examples drawn from terpenes, steroids, acetogens, alkaloids, fungal metabolites, and polycyclic pyrrole pigments. The laboratory involves the isolation, identification, and synthesis of naturally occurring substances. Three hours of class and three hours of laboratory. Prerequisite, 223-224. Mr. Kinnel.

337aF Same course as 337 but without laboratory. Not acceptable for a concentration in Chemistry. Mr. Kinnel.

338S Physical Organic Chemistry. An examination of a variety of reaction mechanisms and their quantitative aspects; an introduction to molecular orbital methods as applied to reaction mechanisms. The laboratory involves advanced organic synthetic methods. Three hours of class and three hours of laboratory. Prerequisites, 223-224 and 116. Mr. Kinnel.

441F Chemical Instrumentation. A study of the principles of instrumentation and their application to the characterization of chemical systems. Two hours of class and four hours of laboratory. Prerequisite, 333 (may be taken concurrently). Open to juniors. Mr. Denney.

442S Inorganic Chemistry. A consideration of theories of chemical bonding, modern coordination chemistry, and related subjects. Laboratory work includes inorganic preparative techniques and the study of properties of selected compounds. Three hours of class and three hours of laboratory. Prerequisite, 333-334. 334 may be taken concurrently. Mr. Cratty.

442aS. Same course as 442 but without laboratory. Not acceptable for a concentration in Chemistry. Mr. Cratty.

Classics

James S.A. Cunningham (*Chairman*) and Valerie M. Warrior

The Department of Classics offers three concentrations. A concentration in

Greek consists of eight courses: six or more in Greek and one or more in Classical Civilization. A concentration in Latin consists of eight courses: six or more in Latin and one or more in Classical Civilization. A concentration in Classics consists of ten courses, of which a minimum of four must be in Greek, four in Latin, and two in Classical Civilization. The following courses at Kirkland College count toward the concentration in Classics: Art History K113, Literature K115, Philosophy K201, and History of Science K128. Candidates seeking Departmental Honors in Greek, Latin, or Classics are required to elect the senior seminar (550) in Classical Civilization.

Greek

110F Elementary Greek. Thorough grounding in grammatical forms and syntax. Written and oral exercises. Miss Warrior.

120S Elementary Greek. Further introductory work in syntax. Reading and translation of easy passages from various prose authors. Prerequisite, 110. Miss Warrior.

210F Intermediate Greek. Selections from Homer's *Iliad* or *Odyssey.* Introduction to the history of Greek literature. Prerequisite, 120. Miss Warrior.

[310F] Greek Historians. Selections from Herodotus, *The Persian War,* and Thucydides, *The Peloponnesian War.* Discussion of the development of historical writing in Greece. Prerequisite, 210. (Next offered 1978-79.)

320S Greek Philosophy. Plato, *The Republic.* Selected readings with discussion. Prerequisite, 210. Miss Warrior.

[330F] Greek Drama. Sophocles, *Oedipus Tyrannus,* and selections from other plays of Sophocles. Prerequisite 210. (Next offered 1978-79.)

350F Greek Drama. Aeschylus, *Agamemnon,* and selections from other plays of Aeschylus. Prerequisite, 210. Miss Warrior.

[360S] Greek Drama: Euripides and Aristophanes. Readings from selected plays. Collateral reading of other plays in translation. Comparison of modern dramatists' handling of classical themes. Aristophanic comedy considered both as literary genre and social commentary. Prerequisite, 210. (Next offered 1978-79.)

Latin

110F Elementary Latin. Thorough grounding in grammatical forms and syntax. Written and oral exercises. Mr. Cunningham.

120S Elementary Latin. Further introductory work in syntax. Reading and translation from various prose authors. Prerequisite, 110. Mr. Cunningham.

210F Intermediate Latin. Selections from Catullus and Ovid. Introduction to the history of Latin literature. Prerequisite, 120. Mr. Cunningham.

[310F] Roman Philosophy. Selections from Lucretius, *De Rerum Natura,* and Cicero, *De Officiis,* to be studied as illustrations of Roman Epicureanism and Stoicism. Prerequisite, 210. (Offered every third year; next offered 1979-80.)

[320S] Roman Satire. Satire as a uniquely Roman literary genre, using selections from Juvenal and Horace. Influence on subsequent literature. Prerequisite, 210. (Offered every third year; next offered 1979-80.)

330S Roman Epic. Studies in development of the epic as a literary genre in Rome and the transmission of this tradition to the West, using selections from Virgil, *Aenid,* and Lucan, *Pharsalia.* Prerequisite, 210. (Offered every third year.) Mr. Cunningham.

340F Roman History. Studies in the historiography of Rome, with readings from Livy, *Ab Urbe Condita,* and Tacitus, *Annales.* Prerequisite, 210. (Offered every third year.) Mr. Cunningham.

[350F] Roman Drama. Readings from Plautus, *Menaechmi,* and Seneca, *Medea.* Collateral reading of other plays in translation. Relation of Roman drama to Greek models. Prerequisite, 210. (Offered every third year; next offered 1978-79.)

[360S] Roman Rhetoric. Emphasis on pervasive role of rhetoric in education and literature of Rome, using Cicero, *Brutus,* Tacitus, *Dialogus,* and selections from Quintilian, *Institutio Oratoria.* Prerequisite, 210. (Offered every third year; next offered 1978-79.)

Classical Civilization

With the exception of Classical Civilization 550, knowledge of Latin and/or Greek is *not* required.

[130F] Aspects of Greek Society. Emphasis on the social structure of Greece, with special reference to the position of women and slaves. Ancient sources studied: Homer, Greek Tragedians, Attic Orators, and Historians.

[140S] Greece in the Fifth Century. An examination of the political, artistic, literary, and philosophic aspects. Evidence of archaeology and epigraphy.

150S Greek and Roman Epic. A survey of epic poetry including the origins, Homer and Greek epic, Virgil and Roman epic. Miss Warrior.

[320F] Roman Republic. Lectures and discussions; readings and assigned papers. The nature of Roman society in the period 225-44 B.C., with special consideration paid to the practice of politics; the rise of political factions; and economic and financial arrangements, with particular reference to the emergence of an organized class of entrepreneurs, the *Ordo Equester.* Stoicism and Epicureanism in Rome. Open to juniors. (Next offered 1978-79.)

[330S] Problems in Roman Imperial History. Topics include the role of the army in the state, questions of administration and social organization (e.g. progressive stratification of Roman life), religious-philosophical developments. Open to juniors. (Next offered 1978-79.)
(See p. 104 for additional courses in Classical Civilization.)

Economics

James Bradfield, James M. Falvey, Derek C. Jones, Donald C. Mead (*Chairman*), and Sidney Wertimer, Jr.

A concentration in Economics consists of 100, 110, 210, 310, 320, and three additional courses. Students concentrating in Economics are encouraged to take intermediate micro- and macro- theory as well as statistics before the senior year so that they may apply these theoretical tools in upper level courses. For students planning graduate work in economics, differential and integral calculus, linear algebra, and computer programming are recommended. Students earn honors in the concentration by earning an average grade of 88 for courses in the concentration and by presenting a research paper showing evidence of outstanding work in the field.

100F Introduction to Macroeconomics. National Income: measurement, the determination of production and employment levels. The role of the government in the economy; fiscal policy. The money supply, monetary policy, and inflation. International trade and payments. The Department.

110S Introduction to Microeconomics. The price system as a mechanism for determining which goods will be produced and which inputs employed. Profit maximizing behavior of firms under differing competitive conditions. Pricing of factors of production and income distribution. Taxation, discriminatory pricing, pollution, and government regulation. The Department.

130W Survey of Economics. A study of the fundamental concepts and theories used to analyze the economic problems faced by society and the means by which they may be solved. Emphasis on theory rather than descritpion. (Not open to students who have taken 100). Open to juniors. Mr. Falvey.

150S Industrial Relations. An interdisciplinary study of problems emerging from the employer-employee relationship. Union history, structure, and government. Collective bargaining and the role of the government in labor matters. Theories of labor movements and an examination of the American labor movement from a comparative perspective. Special attention to contemporary problems, such as strikes in the public sector. Mr. Jones.

210F Applied Statistics. An introductory discussion of statistical techniques used in the analysis of business and economic data. Descriptive statistics, probability theory, statistical inference, regression, and correlation. Prerequisite, 100, 110. (Credit will not be granted for both Economics 210 and Mathematics 251 or Psychology 210.) Mr. Bradfield.

220S Methods of Quantitative Research. A study of the application of statistical procedures in economic and econometric research. Emphasis on methods of correlation and regression analysis used to estimate social parameters. Prerequisite, 210. Mr. Bradfield.

230F Accounting. An elementary study of how the financial transactions of a business firm are usefully classified, analyzed, recorded, and interpreted. Emphasis on the theory and function of accounting, with bookkeeping techniques introduced as a means to this end. Open to sophomores. Mr. Wertimer.

240F Corporation Finance. Introduction to the principles used by corporations in making investment and financing decisions. The average level and variability of a firm's earnings flow as influences on the market value of its stocks and bonds. Institutional study of financial market mechanisms, investment banking houses, and mutual funds. Offered in alternate years. Mr. Bradfield.

[245S] Money and Banking. The Federal Reserve System, commercial banks, and the control of the money supply. Structure of the banking industry. Goals and tools of monetary policy. Prerequisites, 100, 110. Credit will not be granted for both 245 and 350. (Next offered 1978-79.)

250F Industrial Organization and Public Policy Towards Business. Analysis of the relationship between market structure and industry performance. The antitrust laws and their application, interpretation, and enforcement. Regulation as an alternative to market-determined decisions. Emphasis throughout is on applied micro-economic theory. Prerequisite, 110. Mr. Falvey.

260F Environmental Ecomonics. The problems of market breakdown caused by the existence of common property resources. The general problem of determining public policy to correct for market breakdown. Prerequisite, 100, 110. Mr. Falvey.

[270S] Comparative Economic Systems. Comparisons between market and planned systems, with special reference to managed capitalism and democratic socialism. Selected topics and current issues. Prerequisite, 100, 110. (Next offered 1978-79.)

[280W] The Economics of World Food. An analysis of the economics of food production in alternative social systems and physical environments. Income, population growth, and the demand for food. Internal distribution and world trade in food products. Prerequisite, 100, 110 or consent of instructor. (Next offered 1978-79.)

[290S] European Economic History. Economic history of Europe from 1000 A.D. to the twentieth century. The medieval and early modern economies; Marxist and non-Marxist explanations of the industrial revolution; the characteristics and consequences of industrialization in Britain, Germany, and

France; the relative decline of Britain; and the depression of the 1930's. Prerequisite, 100, 110. Open to sophomores. (Next offered 1978-79.)

[300W] Approaches to Political Economy. An examination of methodologies used by economists, including neo-classical, institutional, and Marxist. Application to problems of growth, education, the capital controversy, and the role of the state. The writings of Veblan, Friedman, Samuelson, Galbraith, the 'New Left.' Prerequisite, 100, 110. (Next offered 1978-79.)

305W Workers' Participation in Management. An examination of the history, doctrine, theory, performance, and future prospects for the development of schemes which allow for workers' participation in management. Concentration on producer cooperatives, co-determination, and similar schemes in Europe and the U.S. Prerequisite, 100, 110. Mr. Jones.

310F Macroeconomic Theory. National income accounting; theories of income determination; theories of consumption, investment, and the demand for money; unemployment and inflation; theories of economic growth. Prerequisite, 100, 110. Mr. Jones.

320S Microeconomic Theory. The theory of consumer behavior. Theories of the firm and market structures. Theories of resource allocation, pricing, and income distribution. General equilibrium and economic efficiency. Prerequisite, 100, 110. Mr. Mead.

[326F] Theory of Financial Markets. The theory of portfolio selection and its implications for the measurement of risk, the equilibrium structure of bond and stock prices, and financing and investment decisions of corporations. Empirical tests of portfolio theory using mutual fund performance. Random walk and efficient market models of stock price behavior. Prerequisite, 320, Mathematics 111. (Next offered 1978-79.)

330S International Economics. The theoretical basis of international trade and the relationship between trade and the national economy. Tariffs, customs unions, exchange rates, international monetary problems, and the mechanisms of adjustment. Prerequisite, 100, 110. Mr. Mead.

340F Economic Development. Analysis of the process of development in low-income countries. Alternative models of growth. Population growth, education, and labor supply; savings and capital supplies. Patterns of resource use, planning models, and project choice. Distributional issues in the growth process. Prerequisite, 100, 110. Mr. Mead.

350S Monetary Theory and Income Determination. The role of money in an exchange economy. Classical, Keynesian, and Monetarist views of the relationship between money, prices, and aggregate levels of economic activity. Monetary policy and its implementation. Prerequisite, 310. Credit will not be granted for both 245 and 350. (Offered in alternate years.) Mr. Falvey.

[360S] Public Finance. The analysis of government spending and taxation as these impinge on questions of stabilization, resource allocation, and income distribution. Issues of fiscal federalism. Prerequisite, 100, 110. (Next offered 1978-79.)

[370S] Economic Analysis of Urban Areas. The location, size, and growth of cities. The theory of income distribution applied to urban Black poverty. Location theory and the spatial distribution of activity within the city. Analyses of selected urban problems and proposed solutions. Prerequisite, 100, 110. (Next offered 1978-79.)

380W Mathematical Economics. A mathematical treatment of selected topics in microeconomic theory. Profit maximization under monopoly and perfect competition, including the effect of taxes. Price discrimination and joint outputs under monopoly. Linear programming analysis of the firm. Input-output models. Prerequisite, 320 and Mathematics 112 or 119 or consent of instructor. Mr. Bradfield.

390S Labor Economics. An economic analysis of labor market topics including trade unions, minimum wage legislation, unemployment, wage structure, labor mobility, human capital, and labor's share of the national income. Prerequisite, 100, 110. Mr. Jones.

[420S] History of Economic Thought. A review of economic theory from the time of the early Greeks to the present. Prerequisite, 100, 110. (Next offered 1978-79.)

Education

Shirley Hughes and J. Franklin Hunt

Hamilton is proud of the number and quality of its graduates who are school administrators and teachers. For a number of years the College has had a program and a curriculum that led to satisfaction of the requirements for the provisional certificate to teach an academic subject in the State of New York. However, in recent years there have been mounting pressures to change the nature of preparation for a career in teaching, and because the nature of preparation diverged increasingly from a liberal arts curriculum toward professional training, the Faculty recently voted to discontinue course offerings in education as of June, 1978. Members of the Classes of 1978 and 1979 will be certified if they complete successfully the present program described elsewhere in this Catalogue before June, 1978. Members of the Class of 1980, and all subsequent classes, who are interested in a career in teaching should plan their courses of study so as to prepare themselves for entrance into a post-baccalaureate Master of Arts in Teaching Program. Professor Hunt serves as pre-education adviser, and the College has cooperative arrangements with several institutions that offer graduate programs leading to an advanced degree and certification.

Satisfactory completion of the following requirements by members of the Classes of 1978 and 1979 will result in recommendation to the Department of Education that a certificate be issued: (1) completion of requirements for the baccalaureate degree; (2) academic preparation in a teaching field--English, Foreign Languages, Mathematics, Social Studies, or Science; (3) four courses in the professional study of Education from among Education 210, 220, 310, 320, or 330; and (4) a college-supervised student teaching experience by enrollment in Education 340. Holders of New York State Certificates to Teach meet the requirements for provisional or initial teaching certificates in almost all other states.

210F, 220S Foundations of Education. First term: Historical, Philosophical. Second term: Sociological, Comparative. An histroical comparative study of the major tendencies and characteristics of society as they affect education and are affected by educational ideals and the structure of educational systems, with special emphasis upon problems of education in a free society. Examination of contemporary controversial issues. Education 220 is a continuation of 210 but may be elected separately. Mr. Hunt.

310F,S Educational Psychology. The psychological basis of educational theory and practice; the study of the psychology of adolescence, with special emphasis on the learning problems of adolescents in school; the theory of educational measurements and evaluation; elementary statistical methods. Mr. Hunt.

320F,fW,S Special Methods. Intensive and independent study by each member of the class of the problems in teaching his particular subject or subjects. Examination of classroom leadership, motivation, testing, discipline, teacher-pupil relationships, and materials of instruction. Prerequisite, one course in Education or consent of the instructor. Mr. Hunt.

330 & 340F,S Secondary School Methods and Materials; Observation and Student Teaching. A detailed study of general secondary school methods, materials, and classroom techniques. Assignment to a nearby secondary school for ten weeks at the beginning of the term to observe experienced teachers, to teach under their supervision, and to participate in the school-community life. Half-time attendance at the school during the school day, and conference with the instructor, the supervising and cooperating teachers, and other student teachers required. Seminars during the remainder of the term to discuss theoretical and practical aspects of lesson planning, evaluation, teaching technologies, teacher-community relationships, teacher-student relationships, and teacher organizations. Enrollment limited. Education 330 and 340 are taken concurrently. Prerequisite, one course in education, recommendation of department of student's area of teaching, and consent of instructor. Mr. Hunt and Ms. Hughes.

English

Edwin B. Barrett, Austin Briggs, Jr. (*Chairman*), Kathryn G. Brock, John S. Gordon, Eloise A. Henderson, Hal L. Holladay, David C. Lehman, Dwight N. Lindley, Ivan Marki, John O'Neill, and Frederick R. Wagner

A concentration in English consists of eight courses in English and American literature, including 200 (or Kirkland Literature K200) and three other courses in literature before 1800. These latter should ordinarily be elected before the courses in literature after 1800. Students who meet the minimum College requirements for Departmental Honors may elect to take a written and oral comprehensive examination in English late in their senior year; if they earn a grade of B+ or better on the examination, they will receive Departmental Honors. All literature courses at Kirkland College which are numbered above 200 and which are not in writing or literature in translation count toward the concentration. The course K327-328 counts as one credit toward the concentration.

Prerequisites for Kirkland students: Except for 110 and 120, all Hamilton English courses are open to Kirkland students, who should note the following: The prerequisite for 200 (same as K200) is stated in the course description. For all Hamilton courses in English literature over 200, Kirkland students must offer: 200 or K200; or two Kirkland literature courses; or one Kirkland literature course and AP credit in English. For admission to any Hamilton writing course over 120, Kirkland students should consult with the instructor concerned. **(See note on p. 104)**

100W The London Theater. Study of the current theatrical scene in London through attendance at a broad selection of productions and through discussions, lectures, and critical writing which is periodically evaluated. Applicable towards a concentration in Theater and Drama but not towards one in English. Prerequisite, consent of instructor by October 1. Enrollment limited to 20. Extra cost. Mr. Barrett.

110F-120W,S Introductory College English. Instruction in writing through discussion, tutorials, and individual conferences. Frequent essays of various lengths written both inside and outside of class. Readings in modern and ancient literature, with emphasis in 120 on epic and dramatic work translated from the Greek and Latin. Enrollment in 120W limited to two sections of 12 each. Open only to Hamilton freshmen and sophomores. The Department.

200F,S Introduction to English Literature. Study and analysis of texts selected from representative authors from the beginnings to 1800. Emphasis upon Chaucer, Spenser, Shakespeare (the sonnets), Donne, Milton, Swift, and Pope. Essays required. Prerequisite, 110 with a grade of C-, or its equivalent. Prerequisite for Kirkland students: AP credit in English; or one semester of expository writing and the recommendation of the instructor; or two courses in Kirkland literature; or one in literature and the recommendation of the instructor. (Same as Kirkland Literature K200.) The Department.

210W Charles Dickens. *Oliver Twist, Great Expectations, Our Mutual Friend.* Prerequisite, 200. Enrollment limited to 20. Not open to seniors. Mr. Briggs.

220S Poetry and the Novel Since 1800. Study of main trends in nineteenth century and early twentieth century poetry and the novel through analysis of representative works by Wordsworth, Shelley, Byron, Dickens, Thackeray, Meredith, and Joyce. Prerequisite, 200. Not open to seniors. Mr. Gordon.

230S The "Gothic" Tradition in English and American Literature. "Medievalism," horror, "the sublime," mystery, the supernatural, the perverse. Readings in works by such authors as M.G. "Monk" Lewis, Byron, Poe, Emily Bronte, Hawthorne, and Faulkner. Prerequisite, 200. Not open to seniors. Mr. Briggs.

[252W] The Revenger and the Malcontent in Renaissance Tragedy. A study of major Renaissance tragedies with particular attention to the figures of the revenger and the malcontent. Readings in works by Kyd, Marlowe, Shakespeare, *Hamlet,* Tourneur, Chapman, Marston, Middleton, Webster, and Ford. A close reading of the plays with some attention to dramatic presentation, to literary and intellectual milieus, and to theories of tragedy. Enrollment limited to 20. Prerequisite, 200. (Next offered 1978-79.)

[254W] Personal Literature of the Augustan Age. A study of the literature of personal life written by English men and women between 1660 and 1800, including diaries, journals, letters, and autobiographies. Readings in works by such authors as John Bunyan, Samuel Pepys, Lord Chesterfield, Horace Walpole, James Boswell, Samuel Johnson, and Fanny Burney. Prerequisite, 200. (Next offered 1978-79.)

[256W] Autobiography. Readings in such works as Wordsworth's *Prelude,* deQuincy's *Confessions of an English Opium Eater,* Anthony Trollope's *Autobiography,* and Mary McCarthy's *Memories of a Catholic Girlhood.* Students will keep daily journals for class discussion and submit a final "autobiography" for evaluation. Enrollment limited to 12. Prerequisite, 200. Mr. Gordon.

[258W] Finnegans Wake. An introduction to Joyce's most demanding work. Lectures and discussions; explications of assigned passages. Students with specialized information or with concentrations outside of English especially welcome. Prerequisite, 200. (Next offered 1978-79.)

260S Chaucer. Reading of *The Canterbury Tales, Troilus and Criseyde,* and some minor poems. Prerequisite, 200. Ms. Henderson.

279F Introduction to the Reading of Poetic Texts. The study of the relevance of formal conventions to poetic expression. Traditional genres; versification (meter, rhyme, stanza, etc.); exercises in explication. Prerequisite, 200. Mr. Marki.

281F Old English. An introduction to the language and literature of England before the Norman Conquest. Study based upon Old English readers, accompanied by lectures on the history, structure, and vocabulary of the English language. Prerequisite, 200. (Offered in alternate years.) Ms. Henderson.

[283F] Middle English Literature, 1100-1500. A survey of Medieval English literature excluding Chaucer with focus on the 14th century. Reading includes *The Pearl, Piers Plowman, The Owl and the Nightingale,* Malory's *Morte Darthur,* and selections from Middle Scots Poetry. Examination of a wide range of genres: the romance, debate, lyric, drama, and allegorical dream vision. Prerequisite, 200. (Next offered in 1978-79.)

284W Introduction to Basic Linguistics. A general introduction to phonology, morphology, and syntax as applied to English. Both structural and transformational approaches offered. Prerequisite, at least two courses in a foreign language at the college level or the consent of the instructor. Does not count toward a concentration in English. Enrollment limited to 20. Ms. Henderson.

286S Milton. Studies in the development of Milton's thought and poetics in the major works, shorter poems, and selected prose. Primary emphasis on *Paradise Lost.* Prerequisite, 200. Open to sophomores. Ms. Brock.

287F The Early Renaissance. Readings of representative works in poetry, prose, and drama of the sixteenth century. Major emphasis on Spenser, Sidney, Shakespeare, and Marlowe. Prerequisite, 200. Open to sophomores. Mr. Holladay.

288S The Late Renaissance. Readings of representative works in poetry, prose, and drama of the seventeenth century before 1660. Major emphasis on Donne, Jonson, Herbert, Marvell, and Sir Thomas Browne. Prerequisite, 200. Open to sophomores. Mr. Holladay.

289F English Literature: 1660-1744. A study of major works in prose and verse of the Restoration and early eighteenth century, emphasizing the writings of Dryden, Swift, Pope, and Addison and Steele. Prerequisite, 200. Open to sophomores. Mr. O'Neill.

290S English Literature: 1745-1800. A study of major works in prose and verse of the late eighteenth century, emphasizing the novelists, particularly Richardson, Fielding, and Austen; and Johnson and Boswell. Prerequisite, 200. Open to sophomores. Mr. O'Neill.

291F Restoration and Eighteenth Century Drama. Works by representative playwrights from Dryden and Congreve to Goldsmith and Sheridan. Prerequisite, 200. Mr. Wagner.

[292S] Modern British and American Drama. Study of representative plays by Wilde, Shaw, Yeats, Synge, O'Casey, Eliot, Pinter, O'Neill, Williams, Miller, and Albee. Prerequisite, 200. Open to sophomores. (Next offered 1978-79.)

293F English Romantic Poetry. Study of the art and thought of the major English Romantic poets, including Blake, Coleridge, Wordsworth, Keats, and Shelley. Prerequisite, 200. Open to sophomores. Mr. Lindley.

294S English Victorian Literature. Study of representative works of important literary artists of the Victorian period, including Carlyle, Tennyson, Dickens, Browning, George Eliot, and Arnold. Prerequisite, 200. Open to sophomores. Mr. Lindley.

295F Nineteenth Century American Literature. The study of representative works by Thoreau, Hawthorne, Melville, Whitman, Mark Twain, and others. Prerequisite, 200. Open to sophomores. Mr. Marki.

296S Twentieth Century American Literature. Readings in poetry and fiction written primarily during the first half of the century. Special attention paid to works by James, Hemingway, Faulkner, Pound, Frost, T.S. Eliot, and Stevens. Prerequisite, 200. Open to sophomores. Mr. Marki.

[298S] Studies in American Drama, Poetry, and Fiction. When next offered, readings in twentieth century American poetry: Pound, W.C. Williams, Roethke, Lowell, Ginsberg, and Creeley. Prerequisite, 200. Open to sophomores. (Next offered 1978-79.)

297W The New York School of Poetry. A study of John Ashbery, Kenneth Koch, and Frank O'Hara, major figures of a vital contemporary movement. Attention not only to other practitioners of their aesthetic program but also to their precursors. Some consideration of collateral developments in painting. Prerequisite, 200. Enrollment limited to 15. Open to sophomores. Mr. Lehman.

301F Faulkner and His Southern Contemporaries. Works of William Faulkner and such contemporaries as Flannery O'Connor, Robert Penn Warren, Eudora Welty, Katherine Anne Porter. Prerequisite, 200 and one other course in literature. (Offered in alternate years.) Mr. Wagner.

350S The Writing of Fiction. A workshop approach to writing fiction. Student work to be submitted regularly for criticism from the class and the instructor. Prerequisite, 110 or its equivalent, and the consent of the instructor. Mr. O'Neill.

360S The Writing of Poetry. Imaginative and experimental writing, with some attention to the works of recent and contemporary poets. Regular assignments and in-class critiques. Prerequisite, 110 or its equivalent and the consent of the instructor. Mr. Lehman.

410F,S Expository Writing. The theory of exposition; constant practice in writing clear and logical expository prose. Study of selected specimens of exposition. Prerequisite, 110 or its equivalent. Enrollment limited to two sections of 12 each. Open to juniors. Mr. Gordon; Mr. Lindley.

439-440S Twentieth Century British Literature. Readings in English and

Irish literature from the turn of the century to the present with particular attention to the works of Yeats, Conrad, Joyce, Lawrence, and T.S. Eliot. Prerequisite, 200. 440 may not be taken as a separate course. Open to juniors. Mr. Briggs.

442S Shakespeare. Selected histories, comedies, and tragedies. An abridged version of 443-444 to be taught in 1977-78 only. Prerequisite, 200. Open to juniors. Mr. Barrett.

[443F-444S] Elizabethan and Jacobean Drama. Readings in English plays from the beginnings, to the closing of the theatres in 1642, with particular attention to Shakespeare. Prerequisite, 200. 444 may not be taken as a separate course. Open to juniors. (Next offered 1978-79.)

450S Criticism. Selected readings in literary theory, with emphasis on critics of this century. Requires long essay showing the student's progress in developing his own critical methods. Individual and group consultation. Prerequisite, 200. Open to seniors, and to others with consent of the instructor. Mr. Marki.

Environmental Studies

See appropriate courses in Geology and Life Sciences.

Foreign Languages

A concentration in Foreign Languages requires the completion of eight courses in at least two foreign languages, including at least two 200-level courses in each and two courses numbered 300 or higher. Candidates for honors should substitute a 550 course, which may be in either a single language or a combination of languages, for one of the 300-level courses.

Geology

David Hawley and Donald B. Potter (*Chairman*)

A concentration in Geology consists of 130, 140, 220, 550, and four other courses excluding 120, 260, and 270. All concentrators, but especially those who are aiming for a career in the earth sciences, should take basic courses chosen from mathematics and computer science, physics, chemistry, and life sciences, the numbers and choices depending on the students' aptitudes and interests.

[120S] Earth Resources. An introductory course on the geologic occurrence and origin of the world's major sources of metals, non-metals, fuels, and water supplies, with emphasis on the distribution of reserves, geographic patterns and rates of consumption, and exhaustibility. Laboratory exercises and mine trips. May not be counted toward the concentration. (Next offered 1978-79.)

130F Principles of Geology. An introduction to the nature and origin of minerals, rocks, structures, landforms, and the geologic time scale leading to the study of earthquakes, internal structure and origin of the earth, and plate tectonics. Two lectures, one discussion section, and either a three-hour laboratory or a local field exercise. All-day field trip. Mr. Potter.

140S Historical Geology. The history of the earth and its life as interpreted from the rocks of the crust and the fossils they contain. Regional geology and the principles of evolution emphasized as the bases for the interpretation of geologic history. Three class periods and three hours of laboratory or field exercises. All-day field trip. Prerequisite, 130. Mr. Hawley.

200F Geomorphology. The study of the origin of landforms and their relations to rock type, structure, erosional and depositional processes, and climate. Field and classroom study of environmental problems as these relate to landforms and to geomorphic processes. The principles to be illustrated by topographic maps and airphoto interpretation of areas from the various physiographic provinces of North America. Three hours of class and three hours of laboratory or field study, with one extended field trip. Prerequisite, 130. Mr. Hawley.

210S Glacial Geology. Origins of glacial climates, nature and movement of glaciers, glacial erosion and deposition. Three hours of class and three hours of laboratory or field study. Prerequisite, 130. (Offered in alternate years.) Mr. Potter.

220F Mineralogy. Introduction to crystallography, crystal chemistry, and the theory of optical mineralogy. Identification of minerals by physical, spectrochemical, optical, and X-ray diffraction techniques. Three hours of class and three hours of laboratory. Field trip. Prerequisite, 130 or consent of instructor. Mr. Potter.

[230F-240S] Structural and Field Geology. A study of primary and tectonic rock structures and the principles of deformation of the earth's crust. Study of field methods and their application in geologic surveying. Three hours of class and three hours of laboratory or field exercises, plus at least two weekend field trips. Prerequisite, 140. (Next offered 1978-79.)

250F Stratigraphy and Sedimentation. The principles of stratigraphy and interpretation of environments of deposition, and paleogeography, developed from class, field, and laboratory study of sedimentary rocks. Three class periods and a field or laboratory exercise each week. One extended field trip to the Hudson Valley region. Prerequisite, 140. (Offered in alternate years.) Mr. Hawley

260fW Field Mapping, West Texas. Introduction to principles and practice of geologic mapping, using aerial photographs as a base map. Headquarters at Sul Ross State University, Alpine, Texas, and daily travel to structurally complex field area in Marathon Basin; inclusion of igneous problem if time

and weather permit. Extra cost. Minimum enrollment, 5; maximum 12. Prerequisite, 130. (Offered in alternate years.) Mr. Potter.

[270W] Field Study in West Texas and Southern New Mexico. A study of regional geology, with emphasis on field evidence for, and interpretation of, geologic history; economic geology (especially petroleum), arid geomorphology, and development of karst topography (Carlsbad Caverns). Occasional camping. Extra cost. Minimum enrollment, 5; maximum, 12. Prerequisite, 130. (Next offered 1978-79.)

300S Invertebrate Paleontology and Biostratigraphy. The classification, evolutionary relationships, and history of invertebrate fossils. Field study of fossils and the rocks in which they are found as indicators of depositional environments and geologic age. Three class periods and a field or laboratory exercise each week. Prerequisite, 140. 250 is strongly recommended. (Offered in alternate years.) Mr. Hawley.

[310S] Igneous Petrology. A study of the chemistry, mineralogy, and origin of igneous rocks in the light of experimental data and field occurrences. Three hours of class and three hours of laboratory. Weekend field trip to New England. Prerequisite, 220. (Next offered 1978-79.)

320S Metamorphic and Sedimentary Petrology. The chemistry, mineralogy, and origin of metamorphic and sedimentary rocks in the light of experimental data and field occurrences. Three hours of class and three hours of laboratory. Weekend field trip to New England. Prerequisite, 220. Mr. Potter.

550S Senior Seminar. Study and group discussion of topics related to the nature and evolution of the earth, including seismic evidence for internal structure, gravity and isostasy, heat flow, paleomagnetism, structures of the ocean basins and continents, and plate tectonics. Other topics selected by students. Student presentations required at each weekly meeting. Prerequisite, 130, and consent of department. The Department.

German

Robert M. Browning, Thomas E. Colby, (*Chairman*), and Sydna S. Weiss

A concentration in German consists of eight courses numbered 140 or higher but including 210 and 550. Work in German may lead to either of two concentrations, one in Foreign Languages or in German proper as described above.

110F-120S German for Beginners. Study of grammar and syntax. Practice in understanding, speaking, reading, and writing. Four hours of class and laboratory work. The Department.

[130F] Intensive Course for Beginners. Covers the work of two normal terms of introductory German in one term. Eight hours of class plus laboratory work. Carries two course credits. (Next offered in 1978-79.)

140F,S Intermediate German. Review of grammar and syntax through oral and written work and language laboratory exercises. Four hours of class and laboratory work. Prerequisite, 120 or equivalent. Mr. Browning, Ms. Weiss; Mr. Colby.

[150S] Practice in Translation. Group exercises on passages selected from various fields, individual projects chosen by students. Prerequisite, 140. (Next offered 1978-79.)

210F-220S Introduction to Literature. Study of major writers and literary movements viewed against their respective social and political backgrounds. Approximate coverage: 210, medieval poets to Goethe (*Urfaust*); 220, romantic writers to Thomas Mann. Prerequisite, 140. Mr. Colby, Ms. Weiss.

230F-240S Conversation and Composition. Practice in speaking and understanding German on a conversational level. Compositions and oral reports. Prerequisite, 140. (240 may be taken as a separate course only with the permission of the Department.) Ms. Weiss, Mr. Browning.

[320F] The German Drama of the Nineteenth and Twentieth Centuries. Reading and analysis of important works of the German stage. Discussion in oral and written form. Prerequisite, 140. (Next offered 1978-79.)

330W The German Theater. Study of major and minor dramatic genres, with emphasis on theatrical production as a determinant of style and form. Production of several short-form plays chosen, from among others, *Hörspiele, Einakter,* and *Fastnachtspiele.* Prerequisite, 140. Ms. Weiss.

340S The Nobel Laureates of German Literature. The works of Heinrich Böll, Gerhart Hauptmann, Hermann Hesse, Thomas Mann, and Nelly Sachs evaluated in comparison with those of other prominent contemporaries, such as Franz Kafka, R.M. Rilke, and Heinrich Mann. Prerequisite, 210. Messrs. Browning and Colby.

[350W] German Non-fiction. Study of literary aspects of the writings of German philosophers, historians, scientists, and journalists. Selected writings by such figures as Kant, Nietzsche, Ranke, Burkhardt, Ricarda Huch, von Frisch, and Konrad Lorenz. Prerequisite, 210. (Next offered 1978-79.)

360S German Reformation and Baroque Literature. Readings selected from among such authors as Luther, Hutten, Hans Sachs, Grimmelshausen, Reuter, and the seventeenth century poets, with particular emphasis on the development of German as a literary medium. Prerequisite, 210. Mr. Browning.

400F German Romanticism. Study of the origins, literary expressions, and impact of the Romantic Movement in Germany. Prerequisite, 210. Mr. Browning.

410F Goethe. Readings from Goethe's works, with particular attention to *Faust, Werther,* and the lyric poetry. Prerequisite, 210. Mr. Colby.

[430F] German Poetry. Critical study and interpretation of German poetry. Prerequisite, 210. (Next offered 1978-79.)

[440] Contemporary German Literature. Readings in the literature of Austria, Germany, and Switzerland and in the works of the writers in exile since World War II. Prerequisite, 210. (Next offered 1978-79.)

550F,S Senior Program. Study of a major topic of German literature or criticism. Open to seniors and required of concentrators. Prerequisite, 210. Mr. Colby.

German Literature in Translation

[160S] Trends in German Literature. Selected prose and poetry in translation of leading ideological trends in German writing from the thirteenth to the nineteenth century. (Next offered 1978-79.)

Government

Frank M. Anechiarico, William M. LeoGrande, Eugene Lewis, Channing B. Richardson (*Chairman*), Landon G. Rockwell, and Richard P. Suttmeier

A concentration in Government consists of eight courses; six of these must be at the 200-level or higher, including 229 or K229, which must be completed by the end of the junior year. Not more than one Winter Term course may be counted toward the concentration. The Term in Washington Program combines regular academic study with the experience and understanding gained by working in congressional and executive offices. Four credits are awarded toward graduation, two of which (325 and 327) count toward the concentration. All courses in government at Kirkland College count toward the concentration.

100W Political Corruption. A theoretical analysis of corruption. The study of corruption as an introduction to political analysis, its meaning and function, its importance as a problem of political development and as a pathological condition. Not open to juniors and seniors without the consent of the instructor. Enrollment limited to 20. Mr. Suttmeier.

102W The Citizen and the Police - The Politics of Public Safety. A review of the literature on police functions and a study of survey data of citizen and police officer responses to the system. Enrollment limited to twenty. Mr. Anechiarico.

108W Revolutionary Change in Cuba. An analysis of the Cuban revolutionary experience since 1959. The consolidation of the revolution's socialist course; the socialization of the economy and the regime's economic policies; the institutionalization of the new political system, including the role of the party, the state apparatus, and the mass organizations; the charismatic role of Fidel Castro. Enrollment limited to 25. Mr. LeoGrande.

110W Balance Sheet on Vietnam. The meaning of the Vietnam episode for American foreign policy, politics, and society. The relationships between the President and the Senate, the role of public opinion and the influence of the military-industrial complex; relationships with the post-colonial world, and with the United Nations. Enrollment limited to 20. Mr. Richardson.

112F Comparative Politics. An introduction to foreign political systems and approaches used in the comparative study of governments and politics. Political parties and interest groups, political elites, policy-making, policy implementation, and political culture, development, and change discussed in the context of an examination of selected Western and non-Western political systems. (Same as K112.) Mr. Suttmeier.

114F,S International Relations. Introduction to world politics; the elements of power: nationalism, demography, diplomacy, ideology, and propaganda; limited and total war; foreign policies and conflicts of the great powers; the United Nations system. Analysis of selected problems. Search for patterns in international affairs. Mr. Richardson.

116F,S The American Political Process. Introduction to American national institutions: the Congress, the presidency, the courts, and the bureaucracy. Topics considered include political culture and behavior and the role of elites and social class. (Same as K116.) Mr. Anechiarico, Mr. LeoGrande.

118F Political Theory. Themes in Western political theory from Plato through the eighteenth century as reflected in the writings of influential political philosophers. Mr. Rockwell.

119S Recent Political Theory. Main themes of political theories and ideologies from about 1800 to the present. Variations of democratic theory as found in various recent writers; theories of collectivism and totalitarianism. Mr. Rockwell.

[220S] The Executive Process. An analysis of the recruitment and behavior of chief executives and their staffs on all levels of government, with primary emphasis on the U.S. Presidency. Special attention to an analysis of the role and power of the chief executive and his relationships with the other branches of government. (Next offered 1978-79.)

224F The Politics of Sub-Saharan Africa. Case studies based on individual research. Emphasis on colonial regimes, political modernization, African socialism, Pan-Africanism, apartheid, and the role of the military. Great Power and U.N. interests in Africa. Prerequisite, 112 or 114. (Offered in alternate years.) Mr. Richardson.

228F The Legislative Process. An examination of Congress as a representational body, policy maker, educational forum, and over-sight agency. Consideration of the relationships between Congress and the executive, interest groups, political parties, and the public. Prerequisite, 116 or

consent of the instructor. The course is a prerequisite for participation in the Hamilton College Term in Washington. (Same as K228.) Mr. Bacheller.

229S The Scope and Methods of Political Science. Introduction to the philosophical and methodological concerns of modern political science. Required of all concentrators by the end of their junior year. Prerequisite, two courses in Government. (Same as K229.) Mr. Suttmeier.

[250F] The Public Policy Process. Perspectives on the formation and impact of policy decisions of national and sub-national governments. Explanatory models from economics as well as political science. Prerequisite 116. (Next offered 1978-79.)

260F Asian Politics. Introduction to the government and politics of China and Japan; political traditions, political cultures, parties, elites, institutions, and international postures. Prerequisite, 112 or consent of instructor. Mr. Suttmeier.

[300S] Political Development and Modernization. A theoretical analysis of political change and development, with particular attention to these processes in the context of socio-economic modernization. The meaning of political development; social mobilization and political participation; legitimacy and political institutionalization; political development in "developed" political systems. Prerequisite, 112 or 114. (Next offered 1978-79.)

[320F] American Foreign Policy. Emphasis on roles played in decision-making by the President, Departments of State and Defense, public opinion, and the Foreign Service. Selected case studies: Cuba, Vietnam, arms control, Middle East, detente, aid programs. Prerequisite, two courses in Government, History, or Economics. (Next offered 1978-79.)

321F Congressional Internship. Service as an intern in an office of either an individual member of Congress or a Congressional Committee for six weeks in order to assume some operational responsibility in the office, to observe how congressional offices deal with the legislative process, and to gain a perspective on an individual member's role in Congress. Does not count towards the concentration; offered pass/fail. Mr. Anechiarico.

323F Executive Internship. Service for six weeks in a federal administrative office in order to learn how a federal bureaucracy deals with at least one major program, to get a general picture of an operating bureaucracy, and to study the perspective federal employees bring to decision-making. Does not count towards the concentration; offered pass/fail. Mr. Anechiarico.

325F Semester in Washington Seminar. An academic seminar focusing on the public policy process and national/international issues supplemented by interviews with public officials. Prerequisite, membership in the Washington Program. Mr. Anechiarico.

327F Semester in Washington Independent Research. Preparation and presentation of independent research on a problem related to public policy

issues. Use of Washington's unique human and data resources is required. Prerequisite, membership in the Washington Program. Mr. Anechiarico.

331F Organization Theory. Study of organizational phenomena such as decision-making, hierarchy, specialization, and decentralization, with special reference to the American political system. Open to juniors. Mr. Lewis.

333F The Supreme Court and the Constitution. Development of the constitution through judicial interpretation. Function of the Supreme Court as an instrument of government and an arbiter of public policy. Emphasis on political, social, and economic context of judicial review. Evolution of major characteristics of modern constitutional law. Open to juniors. Prerequisite, two courses in any combination in American Government or American History. Mr. Rockwell.

334S The Constitution and Individual Rights. Recent constitutional interpretation by the Supreme Court in the realm of civil liberties: freedom of expression, church-state issues, due process of law in criminal procedures, equal protection of the laws, voting and representation. Discussion of the role of the Supreme Court in defining individual rights in a democratic society. Open to juniors. Prerequisite, two courses in American Government or American History. Mr. Rockwell.

350S Politics in Urban Areas. A seminar concerned with the structure and function of urban political systems in the United States. Prerequisite 116 and one other semester course in Government. Mr. Anechiarico.

[360S] Comparative Communist Political Systems. An analysis of the similarities and differences between communist political systems. Patterns of decision-making, political participation, political control, and political change; Marxism-Leninism as a common ideology, and ideological differences between communist regimes, strategies of economic development and planning; foreign policies; analytic models of communist political systems (totalitarianism, group conflict, and bureaucratic models); research on communist systems. Prerequisite 112 or consent of instructor. (Next offered 1978-79.)

362F U.S. Foreign Relations with Latin America. An examination of U.S. relations with Latin America in the 19th and 20th centuries, with emphasis on the comtemporary period. Topics will include U.S. interventionism, Pan-Americanism, international economic relations, and the impact of the cold war on hemispheric relations. Mr. LeoGrande.

[370S] The Electoral Process. Examination of political campaigning. Emphasis on voting behavior, polling, and demographic research. Campaign strategy, planning, and organization considered. Prerequisite, 116 or consent of the instructor. (Next offered 1978-79.)

374S Marxist Political Theory. An examination of Marxism as a theory of social transformation, with particular attention to its analysis of politics.

Theoretical and empirical readings will be drawn from Marx, Engels, Lenin, Gramsci, Mao, and contemporary contributors. Mr. LeoGrande.

380S Science, Technology, and Public Policy. Comparison of the scientific and the political realms; evolution of science-government relations; politics of science, policy for science and technology; influence of science and technology on policy. Focus on the United States, with comparisons to Japan, Western Europe, the Soviet Union, China, and the low-income countries. Open to sophomores. Mr. Suttmeier.

[390S] International Law. Sources, institutions, and enforcement of international law. The search for effective legal standards via the World Court, arbitration, and the pacific settlement of disputes. Law of treaties, war, and international legal protection of human rights. Prerequisite, two courses in Economics, Government, or History. (Next offered 1978-79.)

430S Administrative Law. The delegation of legislation and judicial authority to administrative agencies and regulatory commissions. Legal case analysis supplemented by social science literature on the administrative process. (Offered in alternate years.) Mr. Anechiarico.

440S Towards a New World Order? An inquiry into the capacity of the international system to adapt successfully to new demands and problems posed for it by poverty, famine, commodity cartels, resource depletion, arms sales, war, and multi-national corporations. Emphasis on public and private international organizations. Prerequisite, 114. Mr. Richardson.

450F Chinese Politics. Advanced analysis of the Chinese political system: ideology, party, army, and government. Problems of political and social change. Prerequisite, one course in comparative government beyond 112, or consent of the instructor. Mr. Suttmeier.

490F-550S Topics in Politics. Individual research project selected by the student in the spring of the junior year, with the approval and supervision of a faculty sponsor. Culminates in senior thesis. Required for Departmental Honors. Open only to senior concentrators. The Department.

Term in Washington Director: Mr. Anechiarico.

History

David M. Ellis (*Chairman*), Esther S. Kanipe, Edwin B. Lee, David R. Millar, Orest Subtelny, and James F. Traer

A concentration in History consists of eight term courses, including 439, which provide acquaintance with at least two areas (Europe, America, Asia) and experience in depth in at least one of them. Courses may be elected from the offerings of either Hamilton or Kirkland College, including History of Science. Students may earn departmental honors through distinguished achievement in their history course work, including 550 (or K500).

111F Modern Europe, 1648 to the Present. A survey of the political, institutional, cultural, and intellectual developments in the countries of Western Europe. Ms. Kanipe.

114S France in Modern Times. The development of French history, society, and culture from 1815 to the present. Ms. Kanipe.

[116S] Modern European Diplomatic History. Diplomatic relations among the nations of modern Europe, with emphasis on the events of the last one hundred years. (Next offered 1978-79.)

123F Imperial Russia. Following an introductory survey of Kiev and Muscovy, a study of the growth of the empire from the seventeenth to the twentieth century. Special emphasis on the development of autocracy, serfdom, and the radical intelligentsia. Mr. Subtelny.

124S The Modern Middle East. The Middle East from the dissolution of the Ottoman Empire to the rise of the modern nationalities. Stress on international involvements and political, socio-economic, and cultural change in the area. Mr. Subtelny.

130W Imperialism in Northeast Asia. A diplomatic history of the decade 1895-1905; the effects upon the Chinese empire of the policies of Japan, Russia, Britain, France, Germany, and the United States. Not open to students who have taken 133. (Offered in alternate years.) Mr. Lee.

133F East Asia. East Asia before the impact of the West; the historical traditions of China, Korea, and Japan. Mr. Lee.

[134S] South Asia. A survey of the history of the Indian subcontinent-India, Pakistan, and Bangladesh—from the earliest times to the present, with emphasis upon the social and religious forces which have provided its continuity. (Next offered in 1978-79.)

140W The Cold War. A study of the role of the United States in post-World War II international affairs, as perceived by traditional and revisionist historians. Open only to students who have had no college history course. Mr. Millar.

141F American Colonial Hiatory. A survey of American origins, with an emphasis on colonial ideas and institutions, the growth of democarcy, the progress of the Revolution, and the emergence of a new nation. Mr. Millar.

146S American Diplomatic History. A survey of American diplomacy, with emphasis upon the political, economic, and ideological factors which influenced the formulation of foreign policy and the conduct of foreign affairs. Mr. Millar.

152S America in the National Period. The rise of Jeffersonian and Jacksonian democarcy; reform movements; causes and results of the Civil War. (Offered in alternate years.) Mr. Ellis.

155F Recent American History. A survey of developments in American political, economic, and social life, and the role of the United States in world affairs since 1914. Mr. Ellis.

210W Introduction to Quantitative History. The application of quantitative methods (research design, simple statistics, and the use of the computer) to historical research. Prerequisite, one course in history. Ms. Kanipe.

211F Europe in the Age of the French Revolution and Napoleon. A study of the first great revolution of modern times and its effect throughout Europe. Open to sophomores. Mr. Traer.

217S Europe in the Nineteenth Century. Emphasis on social and economic, as well as political history, including demographic change, industrialization, the rise of new social classes, and the development of the institutions and culture. Prerequisite, one course in European history. (Offered in alternate years.) Ms. Kanipe.

218S Europe in the Twentieth Century. Social, economic, and demographic developments in Europe since 1900; emphasis on the impact of two world wars, the Great Depression, authoritarianism, post-industrial society and the welfare state, and the collapse of colonial empires. Ms. Kanipe.

224S The Soviet Regime. Russia on the eve of Revolution; causes and processes underlying the collapse of the old order and the establishment and consolidation of the new Soviet regime; the USSR in World War II and up to the 1970's. Prerequisite, 123. Mr. Subtelny.

234S East Asia in the Modern World. The Western impact on East Asia; the reactions of China, Korea, and Japan to Western pressures. Prerequisite, 133. Mr. Lee.

242S Studies in American Colonial History. Selected problems in colonial history, with an emphasis on the pre-Revolutionary period. Prerequisite, 141. Mr. Millar.

247F Seminar in American Diplomatic History. Major themes in American diplomatic history, with an emphasis upon manifest destiny and mission in the conduct of foreign affairs. Prerequisite, 146. Mr. Millar.

[249F] The Black Man in America. A survey of the relationship between black and white society in America, from colonial times to the present. Open to sophomores. (Next offered 1978-79.)

250W Immigration and Ethnicity in American History. The formation of the American population; assimilation and acculturation; nativism. Open to sophomores. Mr. Ellis.

254S The American West Since 1781. A study of expansion, Indian-white relations, land policy, transportation, agriculture, community formation, conservation, and western impact on culture and politics. Emphasis on nineteenth century developments. Open to sophomores. Mr. Ellis.

256S Seminar in Recent American History. A topical study of recent American political, economic, and social developments and the role of the United States in the world since 1914. Prerequisite, 155. Mr. Ellis.

312S Selected Topics on the French Revolution and the Napoleonic Era. An investigation of a variety of problems, such as the intellectual and social origins of the Revolution, patterns of class conflict, and the reaction of other countries to the influence of French ideas and institutions. A reading knowledge of French or another European langauge desirable. Prerequisite, 211. (Offered in alternate years.) Mr. Traer.

[315F] Seminar on France in Modern Times. Problems of political instability, economic development, cultural achievement, and social conflict in nineteenth and twentieth century France. A reading knowledge of French desirable. Prerequisite, 111 or 114. (Offered in 1978-79.)

317F Studies on Europe in the Twentieth Century. Exploration of a social or economic problem common to twentieth century France, Great Britain, and Germany. Topic for 1977-78: the effects of World War I. Prerequisite, one course in modern European history. Ms. Kanipe.

323F Selected Topics on the Russian Revolution. An investigation of a variety of problems relating to the social and political precondition for revolution and the Bolshevik seizure of power. A reading knowledge of Russian or another European language desirable. Prerequisite, 224. Mr. Subtelny.

325F Topics in Middle Eastern History. Topic for 1977-78: the political, socio-economic, and ideological aspects of the Arab-Israeli conflict. Prerequisite, 124. Mr. Subtelny.

326S Fascism in Western and Eastern Europe. A comparative analysis of the social, economic, and ideological roots and forms of fascism in Western and Eastern Europe during the interwar period. Prerequisite, one course in modern European history. (Offered in alternate years.) Mr. Subtelny.

[327F] Topics in Comparative History. Topic for 1978-79: the rise and fall of empires. Emphasis on the imperial ideologies, practices, achievements, and problems of the Russian, Habsburg, and Ottoman empires. Prerequisite, two courses in European history. (Next offered 1978-79.)

335F Modern Japan. The modernization of Japan and its subsequent domestic and international development. Prerequisite, 234. Mr. Lee.

336S Modern China. Changes in China's domestic and international situations since the late nineteenth century; the effects of internal revolution and external pressures on China's civilization. Prerequisite, 234. Mr. Lee.

349F Seminar on the Black Man in America. Analyses of the relationship between black and white society in America, from documentary sources. Prerequisite, 249. (Offered in alternate years.) Mr. Millar.

[353S] New York State. The political, economic, and social development of New York; the role of New York in national and international affairs. Prerequisite, any two courses in American history. (Next offered 1978-79.)

357F Urban America. The urban impact upon American thought, culture, and institutions. Prerequisite, any two courses in American history. Mr. Ellis.

[420fW] Aspects of Soviet Life. Study-trip to the U.S.S.R., including several non-Russian republics; readings and discussions during fall semester. Prerequisite, History 224, Russian 120, or Government 213. Extra cost. Limited enrollment. (Same as Russian 420fW.) (Next offered in 1978-79.)

439F Historiography. The philosophy, theory, and method of history; the great historical traditions of Europe, Asia, and America. Open to juniors. Mr. Lee.

550F,S Senior Program. A project limited to senior concentrators in History, resulting in a thesis supervised by a member of the department. Required of candidates for Departmental Honors. Prerequisite, 439. (Equivalent to K500.) The Department.

Mathematics

John T. Anderson (*Chairman*), Northrup Fowler III, Larry E. Knop, Anne L. Ludington, Gordon D. Prichett, David P. Robbins, and David L. Smallen

A concentration in Mathematics consists of six core courses (111-112 or 119, 213, 224, 315 or 335, and 325) and four electives, of which at least three must be at the 300-level or higher. Physics 210 may be used to satisfy a concentration requirement. A concentrator will emphasize one of four areas: Applied Mathematics, Computer Science, Pure Mathematics, or Statistics. The grade of B or higher in 467-468 and an average of at least 88.0 in all mathematics courses taken is required for departmental honors.

101F Pre-Calculus Mathematics. A study of topics necessary for the study of the Calculus, including functions, logarithms, graphing techniques, analytic geometry, and word problems. Four hours of class. May not be counted toward fulfillment of the concentration. Placement in the course subject to the approval of the Department. Not open to juniors. A. Ludington.

104S Excursions in Mathematics. An introduction to mathematical thought and problem solving, with topics selected from number theory, geometry, elementary topology, probability and statistics, computer science, and mathematical recreations. May not be counted toward the fulfillment of the concentration. J.T. Anderson.

111F,W,S-112F,W,S Calculus and Analytic Geometry. Introduction to the differential and integral calculus of a single variable, including topics from analytic geometry and numerical methods. Four hours of class. Some sections of this course, including all of those during the Winter Term, offered under the Self-paced Calculus program. The Department.

119F Calculus and Analytic Geometry. A single semester review of the material of Mathematics 111-112. Offered only to those who have studied calculus but do not qualify for 213. Placement by the Department. Successful completion of 119 carries credit equivalent to 111-112. Offered under the Self-paced Calculus program. The Department.

213F,W,S Multivariable Calculus. Infinite series, vector calculus, functions of several variables, multiple integrals; brief introduction to ordinary differential equations. Winter and Spring Term sections offered under the Self-paced Calculus program. Prerequisite, 112 or 119. The Department.

224S Linear Algebra. An introduction to linear algebra: matrices and determinants, vector spaces, linear transformations, linear systems; eigenvalues; mathematical and physical applications. Prerequisite, 213. The Department.

241F Introductory Computer Science. A first course in computers: developing algorithms to treat numerical and non-numerical problems. Includes such topics as simulations, data structures, and assembly language. Prerequisite, 111. J.T.Anderson.

251F Introduction to Probability and Statistics. A first course in probability and statistical inference including: random variables, distribution functions, introduction to the theory of estimation and testing of hypotheses, and the central limit theorem. (Credit will not be granted for both Mathematics 251 and Economics 210 or Psychology 210). Prerequisite, 112 or 119. L.E. Knop. Department.

252S Second Course in Probability and Statistics. Topics including the law of large numbers, jointly distributed random variables, correlation and regression theory (including least-squares methods), Chi-square testing, Bayesian and non-parametric methods, and introduction to experimental design and decision theory. Prerequisite, 251. L.E. Knop.

261S Higher Geometry. Topics in geometry selected from affine, projective, non-Euclidean geometry, and Euclidean geometry studied by non-traditional methods. Prerequisite, 112 or 119. Offered in alternate years. D.P. Robbins.

264S Graph Theory and Combinatorics. Isomorphism and connectedness of graphs, trees, directed graphs, Eulerian and Hamiltonian circuits, planarity and coloring problems, duality; flows in networks and the Ford-Fulkerson algorithm, with applications to resource allocation; applications to mathematical models in other disciplines. Prerequisite, 111 or 119. D. Smallen.

315S Real Analysis. Topics in analysis, including the real number system, sets and functions, continuity, differentiation, metric spaces, the Riemann-Stieltjes integral, and sequences and series of functions. Prerequisite, 224. J.T. Anderson.

316F Topology. An introduction to topology, including metric spaces and the study of compactness, connectedness, separation, convergence, and continuity in general topological spaces. Prerequisite, 315. D.P.Robbins.

318S Complex Variables. An introduction to the theory of analytic functions of a complex variable; conformal mapping, Laurent expansions, and contour integration. Prerequisite, 315 or 335. D.P. Robbins.

325F Modern Algebra. A study of algebraic structure; systems with one or two binary operations such as groups, rings, fields; construction of number systems. Prerequisite, 224. A. Ludington.

326S Advanced Linear and Abstract Algebra. Continuation of linear and multilinear algebra of 224 and 325; exact sequences of abelian groups, tensor products, determinants; Galois theory and roots of polynomials. Prerequisite, 325. Offered in alternate years. G. Prichett.

335F Advanced Calculus. Selected topics from classical analysis, including line and surface integrals, vector differential calculus, Fourier series and orthogonal functions, the Laplace transform, and special functions of particular interest to physical scientists. Prerequisite, 224. L.E. Knop.

338S Numerical Analysis. Finite differences, interpolation, methods of approximation and iterative methods, numerical solution of differential equations and of systems of linear equations. Suitability of procedures to computer use considered throughout the course. Prerequisite, 241 and 224. A. Ludington.

361F Number Theory. Topics in number theory, including divisibility, primes, congruences, Euler's phi-function, diophantine equations, quadratic residues, and continued fractions. Prerequisite, 325, or the consent of the instructor. Offered in alternative years. G.D. Prichett.

[418F] Measure and Integration. An introduction to Lebesque measure theory, including the topics of measurable functions, integration, and convergence theorems. Prerequisite, 315. (Next offered 1978-79.)

467W-468S Thesis. A project limited to senior Mathematics concentrators, resulting in a thesis supervised by a member of the Department. The Department.

Music

Stephen Best, Stephen Bonta (*Chairman*), John Flaver, Mary A. Jones, Lee S. Spear, and JoElyn Wakefield-Wright

A concentration in Music consists of 101-102; two courses from among 225, 226, 227; four courses from among K101-102, K201, 202, and K301; and two additional courses from the foregoing or other courses in the discipline offered at both Hamilton and Kirkland Colleges.

Prospective concentrators in Music are given an examination to test their competence in the use of the piano as a basic tool. Those deficient in this area will be given up to two years of instruction without charge. This competence requirement should normally be met by the end of the junior year. Students demonstrating this competence may elect without cost four terms in another instrument or in voice.

101F-102S Principles of Music. An examination of musical materials, processes, and conventions, and their use in selected works from the Western tradition. Work in the fundamentals of music, including notation, ear training, and sightsinging. Consideration of the problems of musical meaning, performance practices, and the means of transmission. No previous knowledge of music required, but must not be tone-deaf. 102 may be taken as a separate course only with consent of the instructor. Mr. Bonta.

[105F] American Music. An examination of sacred and secular music and musical tradition in North America from 1620 to 1920; emphasis will be on those features which distinguish American music from that of Western Europe. Topics include: New England Psalmody and singing schools; music of the Ephrata, the Moravians, and the Harmonists; attempts to transplant European music to the American frontier; native American composers—Billings, Mason, Foster, Ives; Slave songs and spirituals; "Indian operas"; Nationalistic and Romantic ballads. (Next offered 1978-79.)

107F-108S Solo or Ensemble Performance I. The study of music through performance, in the form of either private instruction or chamber music with group coaching, in either voice or instruments. This course, successfully pursued for two terms, will earn one course credit. Prerequisite, the consent of the Department. May not be counted toward fulfillment of the concentration. Academic credit will be granted for either individual instruction or work in chamber music, not for both. Not open to Kirkland students. The Department.

109F-110S Group Performance. The study of music through performance, either in the College Choir, the Brass Choir, or the Woodwind Ensemble. Prerequisite, consent of the instructor. Group performance pursued for four terms will be equivalent to a one course credit. This course may be taken throughout the student's college career. Students are encouraged to participate in more than one of the above-mentioned organizations, but they will receive academic credit for work in only one. The Department.

207F-208S Solo or Ensemble Performance II. A continuation of music 107-108. Prerequisite, 107-108 and the consent of the Department. Corequisite, a course in music theory or music history. This course may be repeated at increasingly advanced levels. May not be counted toward fulfillment of the concentration. Not open to Kirkland students. The Department.

225F Problems in Medieval and Renaissance Music. The study of selected works from the Western tradition through 1600. Consideration of the

problems of notation, dating, style, use, performance, and the influence of the history of ideas. Prerequisite, 101-102, K101-102, or equivalent. (Offered in alternate years.) Mr. Bonta.

226S Problems in Baroque Music. The study of selected works from the Western tradition from 1580 to 1750, including those by major composers from Monteverdi to Bach. Consideration of the problems of notation, dating, style, use, performance, and of the influence of the history of ideas. Prerequisite, 101-102, K101-102, or equivalent. (Offered in alternate years.) Mr. Bonta.

[227F] Problems in Classic and Romantic Music. The study of selected works from the Western tradition from 1720 to 1914, including those by major composers from Gluck to Mahler. Consideration of the problems of notation, dating, style, use, performance, and of the influence of the history of ideas. Prerequisite, 101-102, K101-102, or equivalent. (Next offered 1978-79.)

229F Survey of Choral Literature. A systematic examination of representative works in the choral and choral-orchestral repertoire, from 1450 to the present; stylistic traits, performance practices, and aesthetic considerations. Prerequisite, 101-102 or consent of instructor. (Offered in alternate years.) Mr. Spear.

230S Conducting. A study of the conductor's basic approach to the musical score, both instrumental and vocal, dealing largely with the physical skills needed for effective non-verbal communication with a musical ensemble. Prerequisite, 101-102, K101-102 or consent of instructor. Mr. Spear.

Philosophy

Russell T. Blackwood (*Chairman*), Steven A. Kaufman, Elizabeth M. Ring, and Robert L. Simon

A concentration in Philosophy consists of 201, 203, 240, and five other courses, including advanced study in Epistemology or Metaphysics (270, 290, 350, 420, 430 or K329); Value Theory or Philosophy of Religion (380, 410, 450 [K268], 460 or K222); and Logic or Philosophy of Science (260, 280, 340 or 360). All courses in philosophy at Kirkland College count toward the concentration. Candidates for honors must pass with distinction special written and oral examinations in the spring of the senior year.

110F,S Introduction to Philosophy. Analytic examination of some common philosophical issues, such as the existence of God, free will, and the objectivity of ethical judgment. Practice in critically appraising philosophical positions. Not open to seniors. The Department.

150W Philosophical Foundations of Relativism. A critical examination of the claims of ethical relativists and of those who argue that science itself is not objective. Readings from works of Benedict, Hanson, and Kuhn. Enrollment limited to 25. Ms. Ring.

180S Political and Social Philosophy. Investigation of principal issues of social and political philosophy, with special emphasis on those involving legitimacy, equality, rights, and freedom. Not open to seniors. Mr. Simon.

201F The History of Western Philosophy: Ancient. A study of the philosophical classics of Western civilization, from early Greek times to the fall of Rome. Open to sophomores. The Department.

[202W] The History of Western Philosophy: Medieval and Renaissance. A study of the philosophical classics from Augustine to Francis Bacon. Prerequisite, 201. (Equivalent to K202.)

203S The History of Western Philosophy: Modern. A study of the philosophical classics from Descartes to the present day. Prerequisite, 201. The Department.

240F,S Symbolic Logic. A study of formal techniques for symbolizing arguments and evaluating inferences. 240F not open to freshmen. Ms. Ring.

[250W] Philosophical Problems in Medicine. Examination of conceptual and ethical problems that arise from biomedical research and the practice of medicine. Application of ethical theory and techniques of conceptual analysis to such problems. (Next offered 1978-79.)

260S Philosophy of Natural Science. Investigation of such issues as: the nature, justification, and scope of scientific method; the patterns of scientific explanation; and the reality of scientific constructs. Open to sophomores. Mr. Kaufman.

270F On What There Is. Investigation of such issues as: the grounds for existence claims, with special attention to the existential implications of logic, mathematics, and science; the problem of universals; and the relation between identity and existence. Open to sophomores. Mr. Kaufman.

280S Philosophy of Language. Examination of contemporary issues in the philosophy of language. Study of such topics as the nature of language, the relation of language to reality, and the relation of language to thought. Open to sophomores. Mr. Kaufman.

[290F] Philosophy of Mind. A study of recent work in the philosophy of mind, with emphasis on the relation between the mind and the brain. Attention is given to the bearing of scientific discoveries on this issue. Open to sophomores. (Next offered 1978-79.)

311F Islamic Thought. The faith, practices, history, and philosophies of Islam. Attention also given to theories of the nature of religion, religion in non-literate cultures, and Zoroastrianism. Prerequisite, two courses in Philosophy or Religion. (Same as Religion 311.) Mr. Blackwood.

321S Hindu and Buddhist Thought. The faith, practices, history, and philosophies of Hinduism, Theravada, and Mahayana Buddhism.

Prerequisite, two courses in Philosophy or Religion. (Same as Religion 321.) Mr. Blackwood.

331F Chinese Religion and Thought. The Confucian and Taoist traditions and their historical development. Special emphasis placed upon the reading of translated texts from pre-Buddhist China. Prerequisite, two courses in Religion or Philosophy or consent of the instructor. (Same as Religion 331.) Mr. Williams.

340F Philosophy of the Social Sciences. An investigation of philosophic problems in the social sciences, with special emphasis on the concepts of explanation, objectivity, and value-neutrality. Open to sophomores. Mr. Simon.

[350S] Contemporary Analytic Philosophy. A consideration of the important developments in twentieth century Anglo-American philosophy, with practice in the application of techniques of philosophical analysis. Prerequisite, 203 or consent of the instructor. (Next offered 1978-79.)

[360S] Philosophy of Logic. Study of the ground, nature, and extent of logical truth. Emphasis on such issues as the basis of standard logic, the justification of a logic of necessity and possibility, the justification of deviant logics, the possibility of reducing mathematics to logic, and the implications of various logics. Prerequisite, 240. (Next offered 1978-79.)

380F Philosophy of Law. Inquiry into the nature and authority of law, the character of judicial reasoning, and the justification of punishment, with particular attention given to the relation of legality and morality. Open to sophomores. Mr. Simon.

[410F] Seminar in Philosophy of Religion. Philosophical analysis of the major claims of the Eastern and Western religious traditions. Particular attention is given to the nature of religious knowledge. Prerequisite, two courses in Philosophy or Religion. (Same as Religion 410.) (Next offered 1978-79.)

420S Seminar in Metaphysics. Study of some principal metaphysical problems, including determinism, causality, and the explanation of action. Prerequisite, two courses in Philosophy or consent of the instructor. Ms. Ring.

[430S] Seminar in the Foundation of Knowledge. An examination of contemporary theories of knowledge, with special attention given to the bearing of those theories on the question of whether there is an ultimate foundation in logic, language, or experience for all knowledge. Prerequisite, two courses in Philosophy or consent of the instructor.

[450F] Seminar in Meta-ethical Theory. An investigation of twentieth century meta-ethics, focusing on theories of the meanings of ethical terms and theories of justification in ethics. Readings from G.E. Moore, Charles Stevenson, R.M. Hare, and others. Prerequisite, two courses in Philosophy. (Equivalent to K268.)

460W Contemporary Studies of Justice. Detailed analysis of contemporary theories of distributive and compensatory justice, and their consequences for liberty and equality. Prerequisite, two courses in Philosophy. Mr. Simon.

Physics

Peter J. Millet, Philip M. Pearle, and James W. Ring (*Chairman*)

A concentration in Physics consists of 130 (or 110), 140, 210, 230, 240, 250, 310, 320, and 410. Prospective concentrators should take Physics 130-140 and Mathematics 111-112 in the freshman year. Freshmen interested in the 3-2 engineering program affiliating Hamilton with Columbia and R.P.I. should take Physics 130-140, Mathematics 111-112, and Chemistry 111 or 115. Students with Advanced Placement in physics or mathematics should consult the Department chairman. Honors in Physics requires outstanding work in an independent study project sponsored by the Department.

110F-120S Principles of Physics. An introduction, including mechanics, thermodynamics, electricity and magnetism, quantum physics, and the special theory of relativity. Three hours of class and three hours of laboratory. The Department.

130-140S Principles of Physics. An introduction, including mechanics, thermodynamics, the Special Theory of Relativity, electricity and magnetism, and quantum physics. Differential and integral calculus introduced and used. Mathematics 111-112 or its equivalent must either precede or be taken concurrently. Three hours of class and three hours of laboratory. Mr. Ring.

150S The Physicist's View of Nature. The ideas of relativity theory and quantum theory. The concepts of particles, fields, symmetry, conservation laws, "elementary" particles, and cosmology. A course about the principles of contemporary physics for students not going on in science. Mr. Pearle.

160F Introduction to Astronomy. A description of the universe, starting with the appearance and organization of the solar system and working outward. Development of the heliocentric view. Stellar observations and deduced characteristics. Structure of galaxies. Cosmology. Three hours of class and one-and-one-half hours of laboratory. Mr. Millet.

170W The Physics of Energy. A study of the physical laws and principles which apply to energy and to its sources and uses. Special attention to solar energy and wind power. Mr. Ring.

180W How to Build a Computer and Use It. Introduction to a technological revolution: electronics from basic principles to integrated circuits, in tandem with microcomputers and elementary programming. Two hours of lecture and four hours of laboratory daily. Enrollment limited to 12. Messrs. Millet and Pearle.

210S Mechanics and Mathematical Physics. Principles of classical mechanics, including dynamics of particles, resonance, the two-body problem, celestial mechanics, wave motion, and Lagrange's equations. Topics in mathematical physics, such as linear differential equations, infinite series, Fourier series, and partial differential equations treated in the context of mechanics. Prerequisite, 140 and Mathematics 111-112. Mr. Millet.

230S Electronics. An introduction to the theoretical and experimental analysis of electronic circuits containing resistors, capacitors, inductors, diodes, triodes, and transistors. Circuits ranging from diode rectifiers, triode amplifiers, transistor oscillators to operational amplifiers and integrated circuit adders and counters discussed in class and investigated in the laboratory. Three hours of class and three hours of laboratory. Prerequisite, Physics 130-140 or 110-120 and Mathematics 111-112. Mr. Pearle.

240F Electricity and Magnetism. Maxwell's Equations studied in both differential and integral form. Plane electromagnetic wave propagation in vacuum; properties of dielectric and magnetic materials. Three hours of class and three hours of laboratory. Prerequisite, 140 and Mathematics 111-112. Mr. Ring.

250S Statistical Physics. A study of large scale systems from the point of view of molecular theory. Examination of the properties of these systems in terms of a statistical treatment of the motions, interactions, and energy levels of the molecules. Introduction to basic probability concepts and the principles of statistical mechanics. Explanation of thermal equilibrium, heat, work, and the laws of thermodynamics. Applications to various physical systems. Prerequisite, 140 and Mathematics 111-112. Mr. Millet.

260S Introduction to Astrophysics. A survey which integrates the observations of astronomy with physical theory. Solar system structure and laws, equations of stellar models, degenerate matter, and cosmological models. Current problems. Prerequisite, 130-140 or 110-120 and Mathematics 111-112. (Not open to those who have had 160.) (Offered in alternate years.) Mr. Millet.

310F Quantum Mechanics. A formal development of the basic theory and its applications to physical systems. Prerequisite, 210 and 240. Mr. Pearle.

320F Advanced Topics in Classical Physics. Topics include electrodynamics, propagation of electromagnetic waves, hydrodynamics, and Hamiltonian mechanics. Three hours of class and three hours of laboratory. Prerequisite, 210 and 240. Messrs. Millet and Pearle.

[390S] Relativity. A study of classical field theories. Emphasis on the Special Relativity Theory of electromagnetism and on the General Relativity Theory of gravity. Prerequisite, 210 and 240. (Next offered 1978-79.)

410S Advanced Topics in Quantum Physics. Topics include atomic and molecular physics, solid state physics, nuclear physics, and elementary particle

physics. Three hours of class and three hours of laboratory. Prerequisite, 250 and 310. Mr. Ring.

Psychology

Brian P. Ackerman, George A. Gescheider (*Chairman*), W. Lawrence Gulick, Douglas J. Herrmann, Jonathan Vaughan

A concentration in Psychology consists of eight courses; these must include the following: 100 and K110, 200, 210, and four advanced courses, two of which must be laboratory courses chosen from among 320, 330, 350, 360, 380, K324, K337, and K391. Prospective concentrators should elect 200 by spring of their sophomore year, and concentrators should elect 210 no later than fall of the junior year. Mathematics 251-252 may be substituted for Psychology 210. It is recommended that students preparing for graduate work in experimental psychology take courses in biology, chemistry, physics, and mathematics. With the exception of K309, all of the courses offered in psychology at Kirkland College count toward the concentration.

A concentration in Psychobiology consists of Life Science 111-112, which will substitute for Psychology 100 and K110; Psychology 200, 210, 330, and 350, and two advanced courses in Life Science chosen from among 222, 227, 331, 332, 333, and 334. Students planning for graduate work in Psychobiology should also take Chemistry 230-240.

Students may earn departmental honors through distinguished achievement in Psychology courses, including 550, and a successful oral defense of a thesis based on independent research.

100F,S Introduction to Psychology: Nervous System and Behavior. Study of the biological bases of behavior. Topics such as anatomy and physiology of the nervous system, the senses, perception, learning, memory, and motivation. Mr. Gescheider; Mr. Gulick.

200S Principles of Psychological Research. Experimental study of animal and human behavior. Topics include conditioning, learning, motivation, memory, and the physiological bases of behavior. Laboratory work includes experiments with humans and animals. Three hours of class and three hours of laboratory. Prerequisite, 100 or Life Science 111. Mr. Vaughan.

210F Principles of Statistical Analysis. An introduction to descriptive and inferential statistics as used in psychological research. Three hours of class and three hours of laboratory. (Credit will not be granted for both Psychology 210 and Economics 210 or Mathematics 251.) Mr. Ackerman.

234W Computers in Psychological Research. A practical introduction to on-line experimental control and data analysis. Topics include experimental design, theory of operation of minicomputer hardware and software, assembly and higher-level programming languages, and the use of applications software

packages. Term project required. Enrollment limited to 10. Prerequisite, Psychology 100 or 200 or Mathematics 170 or K160. Mr. Vaughan.

[310W] Advanced Statistical Analysis. Analysis of variance, nonparametric tests, factor analysis, and multidimensional scaling as applied to specific problems of psychological data analysis. Prerequisite, 210.

[320F] Conditioning and Learning. A study of the principles of Pavlovian conditioning, instrumental learning, and attentional processes in learning. Experiments with animal or human subjects. Three hours of class and three hours of laboratory. Prerequisite, 200. (Next offered 1978-79.)

330F Physiological Psychology. The relation between behavior and the nervous system. Topics in neuroanatomy and neurophysiology, and the physiological basis of sensation, motivation, emotion, memory, and learning. Three hours of class and three hours of laboratory. Prerequisite, 200. Mr. Vaughan.

350S Perception and Psychophysics. A study of the psychological and physiological properties of sensory and perceptual processes. Three hours of class and three hours of laboratory. Prerequisite, 200. Mr. Gescheider.

[360W] The Cutaneous Senses. An investigation of the anatomy, physiology, and psychophysics of the cutaneous senses. An introduction to the basic principles of sensory information processing by an examination of pressure, temperature, and pain sensitivity. Extensive laboratory work. Prerequisite, 100 or 200 or Life Sciences 112. Enrollment limited to 10. (Next offered 1978-79.)

370W Thinking. The experimental investigation of complex cognitive processes in humans. Topics include reasoning, problem solving, creative thought, and concept formation. Prerequisite, 100 or 200. Mr. Ackerman.

380S Human Memory. An analytical study of the components and processes of human memory. Three hours of class and three hours of laboratory. Prerequisite, 200 and 210, which may be taken concurrently. Mr. Ackerman.

390F Psycholinguistics. A study of the theories and data concerning the processing of language, with particular attention to syntax and meaning. Prerequisite, 100 or 200. (Offered in alternate years.) Mr. Ackerman.

410W Special Topics in Experimental Psychology. Topic for 1978: seminar on visual perception. Topics include perception of brightness, color, form, depth, illusions, and the role of experience. Prerequisite, one of the following: 320, 330, 350, 360, or 380. Mr. Gescheider.

550F Advanced General Psychology. A comprehensive overview of the field, with the aim of identifying major trends in modern psychology and their historical development. Open only to senior psychology concentrators. Required for departmental honors. Mr. Gescheider.

Religion

Melvin B. Endy, Jr., Joel W. Tibbetts, Hermine W. Williams, and Jay G. Williams (*Chairman*)

A concentration in Religion consists of nine courses, including 100 or 110, one from 400 level offerings, and 550 or its equivalent in the senior year. Kirkland courses acceptable for concentration include History K216, K271, and K346. Honors will be awarded on the basis of the cumulative average achieved in courses in the Department and performance in 550.

100F Gods and Myths of Western Culture. An introduction to the study of religion as it has been experienced, understood, and criticized in Judaeo-Christian culture and in modern secular society. Not open to seniors. Mr. Endy.

110S Time, Space, and Power. An introduction to the study of religion as manifested in various cultures, past and present; the comparison of religious forms and structures, particularly those of the non-Western world, which may illumine the nature of our own religious thought and behavior. Not open to seniors. Mr. Williams.

200F The Religion of Ancient Israel. An introduction to the religion of ancient Israel as it is expressed in selected books of the Law, Prophets, and Writings. Open to sophomores. Mr. Williams.

210S The Origins of Christianity. A study of the origin and early development of Christianity against the background of Hebraic religion and the religious life of the Greco-Roman world. A comprehensive introduction to the major source, the New Testament. Open to sophomores. Mr. Endy.

230F Religion in America: Puritanism to Neo-Orthodoxy. An historical study of important developments in American religious thought and life and of American civil religion from the beginnings to about 1930. Designed as a comprehensive introduction to Protestant theology and its cultural impact, and to the religious aspects of American intellectual history. Open to sophomores. Mr. Endy.

260S Music as an Expression of Religion. An examination of how music in representative oriental and occidental cultures has been employed to express religious ideas and feelings. Attention paid to the religious significance of dance, musical instruments, and notational and aural symbolism. No previous knowledge of music required. Open to sophomores. Mrs. Williams.

270S The Reality of God. An exploration of central theological questions related to the nature and existence of a Supreme Being through an intensive reading of works by a variety of modern thinkers. Prerequisite, one course in Religion or consent of instructor. Mr. Williams.

311F Islamic Thought. The faith, practices, history, and philosophies of Islam. Attention is also given to theories of the nature of religion, religion in

non-literate cultures. and Zoroastrianism. Prerequisite, two courses in Philosophy or Religion. (Same as Philosophy 311.) Mr. Blackwood.

321S Hindu and Buddhist Thought. The faith, practices, history, and philosophies of Hinduism, Theravada, and Mahayana Buddhism. Prerequisite, two courses in Philosophy or Religion. (Same as Philosophy 321.) Mr. Blackwood.

331F Chinese Religion and Thought. The Confucian and Taoist traditions and their historical development. Special emphasis placed upon the reading of translated texts from pre-Buddhist China. Prerequisite, two courses in Religion or Philosophy or consent of instructor. (Same as Philosophy 331.) Mr. Williams.

340S Religious Ethics: The Morality of Taking Life. A study of past and present thought in Western religion and culture on the sanctity of human life and justification for ending life by means of war, terrorism, justifiable homicide, capital punishment, euthanasia, suicide, and abortion. Prerequisite, one course in religion. Mr. Endy.

350W Religion in America: The Contemporary Era. A study of American religious thought and life in the pluralistic setting of the twentieth century, with emphasis on major Protestant, Catholic, and Jewish beliefs and practices, theological developments, and American civil religion. Prerequisite, one semester course in religion or consent of instructor. Mr. Endy.

370F Christian Ethics. An analysis of decision-making informed by Christian theology and social thought. Among the issues to be considered are sexuality, race relations, war, and punishment. Readings taken from a variety of religious and secular sources. Major emphasis placed on student participation in discussion. Prerequisite, one course in Religion or consent of the instructor. Mr. Tibbetts.

390S Sectarianism. A study of conversion, revivalism, and pentecostal phenomena in contemporary American religious life. Attention also devoted to groups which emphasize the importance of spiritual experience, such as the Bahai World Faith and the Society of Friends. Requirements include field trips to area churches and a project in which students evaluate in depth a religious sect or group of their choice. Prerequisite, one course in Religion or consent of the instructor. Mr. Tibbetts.

[410F] Seminar in Philosophy of Religion. Philosophical analysis of the major claims of the Eastern and Western religious traditions. Particular attention is given to the nature of religious knowledge. Prerequisite, two courses in Religion or Philosophy (same as Philosophy 410). (Next offered 1978-79.)

[430F] The Attack Upon the Defense of Christendom in the 19th Century. An intensive study of works by important protagonists and critics of religion in the 19th century. Emphasis placed on the thought of Hegel, Feuerbach,

Kierkegaard, Marx, and Nietzsche. Prerequisite, two courses in Religion or Philosophy 210-220, or consent of the instructor. (Next offered 1978-79.)

450F Theories of Religion. Analysis of a variety of contemporary approaches to the study of religion, leading to the development of one's own methodology. Emphasis on the methodology and conclusions of such men as Berger, Eliade, Levi-Strauss, Ricoeur, and Jung. Prerequisite, two courses in Religion or consent of instructor. Mr. Williams.

460S Seminar in Theology. Topic for 1977-78: a theological analysis of selected works of modern fiction by means of seminar presentations and discussion. Prerequisite, two courses in Religion or consent of instructor. Mr. Endy.

[470S] Seminar in Asian Religion. Mahayana Buddhism in China and Tibet. A study of the various traditions of Mahayana through analysis of selected texts and secondary sources in translation. Prerequisite, 320 or 360, or History 133 and one course in Religion. (Next offered 1978-79.)

550W Comprehensive Program. A program of readings, seminar discussion, and reports culminating in a comprehensive examination. Required of all senior concentrators. Mr. Williams.

Romance Languages

The Department of Romance Languages offers programs of instruction and a concentration in French and in Spanish. The foreign language is used as much as possible in the introductory courses, while all upper level classes are conducted entirely in the foreign idiom. Because modern language study is not an abstract learning exercise limited to the classroom, the Department strongly recommends study abroad and sponsors its own Junior Year in France and Academic Year in Spain programs.

French

Rouben C. Cholakian, Francoise Davis, James B. Davis, Franklin G. Hamlin, and Marcel I. Moraud (*Chairman*)

A concentration in French consists of eight courses numbered 130 or higher, one of which must be 550. Concentrators will be required to pass a language proficiency examination at the end of the first semester of the senior year. Candidates for honors will be required to earn a B+ or better on an honors examination taken at the end of their senior year; they also are expected to complete a program of specific courses selected in consultation with the Department.

110F First Term French. A thorough grounding in aural comprehension, speaking, reading, and writing. Taught partially in French. Four hours of class, with additional laboratory work. Mrs. F. Davis, Mr. Hamlin.

120F,S Second Term French. Further work in aural comprehension, speaking, reading, and writing. Prerequisite, 110. Four hours of class, with additional laboratory work. Mr. J. Davis, Mr. Hamlin.

130F,S Third Term French. Review of grammar and syntax. Reading and vocabulary training. Oral practice. Three hours of class, with additional laboratory work. Prerequisite, 120. Mr. J. Davis, Mrs. F. Davis.

140F,S Fourth Term French. Reading of selected texts, with outside reading. Practice in oral and written expression. Three hours of class, with additional laboratory work. Prerequisite, 130. Mr. Moraud.

160W Paris: Winter Term. Small language classes daily for pronunciation and conversation. Scheduled visits to monuments and museums in and around Paris. Attendance at plays and concerts. Oral and written reports, and examinations. Housing with French families. Extra cost. Prerequisite, 130 or the consent of the Department. The Department.

170W French Phonetics. Study of French pronunciation and intonation. One hour a day of theory and two hours a day of practice in the laboratory. General tendencies of spoken French with concentration on special problems of Americans. Classes five days a week. Enrollment limited to 20. Prerequisite, 120 or consent of the instructor. Mr. J. Davis.

190W Emile Zola and the Second French Empire. Politics, economics, society, culture, and the arts in nineteenth century France as mirrored in the novels of Emile Zola's Rougon-Macquart series. Two novels per week, to be read in French or English; bi-weekly lectures; two discussion groups, one in English and one in French. Evaluation based on detailed critiques of each work read. Mr. Moraud.

200F Advanced French. Designed for students who wish to acquire a better command of spoken and written French and to improve their reading skills. Written as well as oral exercises. Laboratory work. Taught in French. Prerequisite, 140 or consent of the Department. Mrs. F. Davis, Mr. Hamlin.

210F,S Introduction to French Literature. Study and analysis of selected works by major authors. Written reports and laboratory work. Taught in French. Prerequisite, 140 or consent of the Department. Mr. Moraud, Mr. Hamlin.

250F Contemporary France. Attitudes, customs, social structure, institutions, and problems in present-day France. Discussion, outside reading, and oral and written reports. Taught in French. May be taken by students who have had 300 or above, in which case extra work is required. Prerequisite, 140 or consent of the Department. Mr. J. Davis.

300F French Classicism. Study and analysis of important texts of the seventeenth century. Written and oral reports and "explications de textes." Taught in French. Prerequisite, any 200-level course or consent of the Department. Mr. J. Davis.

310F The Age of Enlightenment. Study and analysis of eighteenth century writers. Lectures, discussions, outside reading, and written reports. Taught in French. Prerequisite, any 200-level course or consent of the Department. (Offered in alternate years.) Mr. Moraud.

[320F] Nineteenth Century French Novel. Study of the development of the novel in the nineteenth century: romanticism, realism, and naturalism. Lectures, discussions, outside reading, and oral reports. Taught in French. Prerequisite, any 200-level course or consent of the Department. (Next offered 1978-79.)

330F Twentieth Century French Prose. Study and analysis of French literature and thought in the twentieth century as reflected in prose. Lectures, discussions, outside reading, and written reports. Taught in French. Prerequisite, any 200-level course or consent of the Department. (Offered in alternate years.) Mr. Hamlin.

[340S] French Poetry from 1850 to the Present. Major French poets after 1850. Lectures, discussions, outside reading, oral and written reports, and "explications de textes." Taught in French. Prerequisite, any 200-level course or consent of the Department. (Next offered 1978-79.)

350S Contemporary French Theater. Major French dramatists of the 20th century. Lectures, discussions, outside reading, and written reports. Taught in French. Prerequisite, any 200-level course or consent of the Department. Mr. Hamlin.

360S Renaissance. Study of the major prose and verse of the 16th century. Lectures, discussions, outside reading, and written reports. Taught in French. Prerequisite, any 300-level course or consent of the Department. (Offered in alternate years.) Mr. J. Davis.

[370S] Special Topics. Prerequisite, French 210 or consent of the Department. (Next offered 1978-79.)

[380S] French Cinema. A course dealing with the history of French Cinema. Systematic study of scenarios, sound tracks, films. Taught in French. Prerequisite, any 200-level course or consent of the Department. (Next offered 1979-80.)

390S Advanced Composition and Oral Practice. A practical course, conducted entirely in French, with emphasis on oral and written use of the language. Regular compositions and short oral reports. Prerequisite, any 200-level course or consent of the Department. Mrs. F. Davis.

550S Senior Tutorial. Topic to be determined through consultation with the Department, after careful examination of the student's background and future plans. The student will normally be asked to prepare a paper which he will defend orally in the presence of two members of the Department. The Department.

Spanish

Jeremy T. Medina and Jose Tato

A concentration in Spanish consists of eight courses numbered 130 or higher, one of which must be 550. Concentrators will be required to pass a language proficiency examination at the end of the first semester of the senior year. Candidates for honors will be required to earn a B+ or better on an honors examination taken at the end of their senior year.

Preparation for the honors examination will normally include, as a minimum, one course in civilization (either Spanish or Latin American) and an advanced course in each of the following: the Spanish Golden Age, twentieth century Spanish literature, and Latin American literature.

110F First Term Spanish. Thorough grounding in aural comprehension, speaking, reading, and writing. This course, linguistically oriented, is conducted according to the intensive oral method. Four hours of class, with additional laboratory work. Mr. Medina.

120S Second Term Spanish. Further work in aural comprehension, speaking, reading, and writing. Four hours of class, with additional laboratory work. Prerequisite, 110. Mr. Tato.

130F Third Term Spanish. Intensive grammar review. Stress on oral practice and selected reading from modern Spanish texts. Three hours of class, with additional laboratory work. Prerequisite, 120. Mr. Tato.

140F,S Fourth Term Spanish. Reading of selected texts. Practice in oral and written expression. Three hours of class, with additional laboratory work. Prerequisite, 130. Mr. Medina.

160W Madrid: Winter Term. Small language classes daily for pronunciation and conversation. Civilization courses for more advanced students. Scheduled visits to monuments and museums in and around Madrid. Attendance at plays and concerts. Oral and written reports, examination. Housing with Spanish families. Extra cost. Prerequisite, 130 or consent of the Department. The Department.

[210] Introduction to Spanish Literature. Intensive study and analysis of selected modern works. Emphasis on student participation and on original application of critical methodology. Taught in Spanish. Prerequisite, 140 or consent of the Department. (Next offered 1978-79.)

230F Advanced Spanish. A course designed for students who wish to acquire a better command of the language. Emphasis on conversation based on selected readings. Written compositions and exercises. Taught in Spanish. Prerequisite, 140 or consent of the Department. Mr. Tato.

240F Spanish-American Civilization. The history and culture of Spanish-America. A study of the origins and evolution of the Spanish-American

character, tradition, and thought. Taught in Spanish. Prerequisite, 140 or consent of the Department. Mr. Tato.

250S Spanish Civilization. A study of the culture of Spain, including history, painting, music, and the development of the modern Spanish character, with emphasis on contemporary social, political, and religious problems. Taught in Spanish. Prerequisite, 140 or consent of the Department. Mr. Medina.

260S Introduction to Spanish-American Literature. A panoramic view of the development of Spanish-American literature, emphasizing representational works of each period or literary school. Taught in Spanish. Prerequisite, 140 or consent of the Department. Mr. Tato.

[300] Spanish Theater of the Golden Age. Study of the important Spanish dramatists of the Golden Age, with reference to the poets of the period. Lectures, discussions, outside reading, and written reports. Taught in Spanish. Prerequisite, any 200-level course or consent of the Department. (Next offered 1978-79.)

310F Golden Age Prose. Study of major works of the sixteenth and seventeenth centuries, including writings of Fernando de Rojas and Cervantes, and several examples of the picaresque novel. Taught in Spanish. Prerequisite, any 200-level course or consent of the Department. Offered at least every third year. Mr. Medina.

[320F] Contemporary Spanish-American Literature. Study of Spanish-American literature from the end of the nineteenth century to the present. Special emphasis on the new narrative forms of contemporary Spanish-American writings. Lectures, discussions, outside reading, and written assignments. Taught in Spanish. Prerequisite, any 200-level course or consent of the Department. (Next offered 1978-79.)

[330S] Romanticism. Study of Romantic drama, poetry, and prose, including Larra, the Duque de Rivas, Zorrilla, Becquer, Espronceda, and others. Taught in Spanish. Prerequisite, any 200-level course or consent of the Department. Offered at least every third year.

350S The Realistic Novel. Analysis of the works of leading writers of the Realistic Movement in Spain. Special attention to Galdos, but including novels by Alarcón, Pardo Bazán, Clarín, and Blasco Ibañez. Taught in Spanish. Prerequisite, any 200-level course or consent of the Department. Offered at least every third year. Mr. Medina.

[360F] The Generations of 1898 and 1927. Study of the Generation of 1898 and the poets of the Generation of 1927. Ideas, trends, and new concepts of Spanish literature in the twentieth century. Taught in Spanish. Prerequisite, any 200-level course or consent of the Department. Offered at least every third year.

370S Special Topics. 1977-78: writings of Latin American women, from

colonial times to the present. Prerequisite, any 200-level course or consent of the Department. Mr. Tato.

550S Senior Tutorial. Topic to be determined through consultation with the Department, after careful consideration of the student's background and future plans. The student will normally be asked to prepare a paper which he will defend orally in the presence of two members of the Department. The Department.

Italian

Instruction in beginning and intermediate Italian is available through the Critical Languages Program at Kirkland College. Beginning in the academic year 1978-79, the Hamilton Department of Romance Languages will offer two upper level courses in Italian.

[150F] Advanced Italian. Designed for students who wish to acquire a better command of oral and written Italian and to improve their reading skills. Written as well as oral exercises. Laboratory work. Prerequisite, Language K201-202 or consent of the Department. The Department.

[210S] Introduction to Italian Literature. Study and analysis of selected works by major authors. Written reports. Taught in Italian. Prerequisite, Italian 150 or consent of the Department. The Department.

Russian

David N. Young (*Chairman*)

A concentration in Russian Studies consists of eight courses, including Russian 130 and 200, History 123 and 224, and four other approved courses from among Russian 180, 210, 230, 320, History 323, 327, History and Russian 420, Government K213, Literature K251, K356, Philosophy K244, and Independent Study. In addition, appropriate study in the Soviet Union may be counted toward the concentration. Honors will be determined by excellence in course work and the completion of an independent study project in the senior year.

110F First Term Russian. An introduction to the speaking, aural comprehension, reading, and writing of Russian. Constant oral and written practice in classwork and homework based on an integrated program of language tapes. Four hours of class and laboratory work.

120S Second Term Russian. Further work in the speaking, aural comprehension, reading, and writing of Russian. Four hours of class and laboratory work. Prerequisite, 110.

130F Third Term Russian. Systematic review of structure, with emphasis on oral practice and development of writing skills. Selected readings from Russian literature and culture. Four hours of class. Prerequisite, 120 or consent of instructor.

200S Advanced Russian. Designed for students who wish to acquire a better command of spoken and written Russian. Readings from Russian culture chosen to improve skill in translating. Prerequisite, 130 or consent of instructor.

[210F] Early Nineteenth Century Russian Literature. Readings, discussions, and reports in Russian on selected nineteenth century classics until 1850, including Pushkin, Lermontov, and Gogol. Prerequisite, 200 or consent of instructor. (Next offered 1978-79.)

230F Late Nineteenth Century Russian Literature. Readings, discussions, and reports in Russian on selected nineteenth century classics after 1850, including Turgenev, Dostoevsky, Tolstoy, and Chekhov. Prerequisite, 200 or consent of instructor. (Offered in alternate years.)

320S Soviet Literature. Readings, discussions, and reports in Russian on selected twentieth century works by authors such as Gorky, Sholokhov, Pasternak, and Solzhenitsyn. Prerequisite, 200 or consent of instructor.

[420fW] Aspects of Soviet Life. Study-trip to the U.S.S.R. including several non-Russian republics; readings and discussions during fall semester. Prerequisite, History 224, Russian 120, or Government K213. Offered alternate years. Extra cost. Limited enrollment. (Same as History 420fW.)

Russian Literature in Translation

[180S] Russian Literature in the Soviet Period. A survey of twentieth century Russian prose fiction in translation, including some of the major works by Gorky, Babel, Sholokhov, Leonov, Pasternak, and Solzhenitsyn. (Next offered in 1978-79.)

Sociology

A concentration in Sociology is available at Kirkland College and consists of Sociology K101, K301, K302, K500, and four other courses. Students may earn honors in Sociology through distinguished achievement in sociology course work, including K500.

Speech

Richard F. Somer and Warren E. Wright (*Chairman*)

No concentration is available in Speech. The program is designed to emphasize and to insist on oral literacy. To that end, all courses, whether in history, theory, or performance, will use every opportunity to develop the student as a speaker. Thus, each course requires that the student present the products of study and research not only in written form, but in formal oral presentation before the class.

100F,S Introduction to Speech. A study of rhetorical theory and criticism from classical times to the present. Students present both written and oral criticisms of outstanding speeches in Western history. The Department.

110F,S Public Speaking. Introduction to practice in spoken communication. Training in research, organization, writing, and delivery of speeches. Oral and written criticism. Private conferences with instructor. Video-taping when practicable. Prerequisite, 100. The Department.

[210S] Advanced Public Speaking. Readings in rhetorical criticism. Several major speeches prepared by independent research and writing complemented by consultation with instructor. Use of videotape equipment. Special emphasis on criticism. Prerequisite, 110 and consent of instructor. (Next offered 1978-79.)

220S Forensic Rhetoric. Readings in forensic rhetorical theory and selected examples of forensic pleading. Performance resulting from hypothetical cases, and actual preparation of briefs and arguments. Presentation of cases in "court." Prerequisite, 100. Open to sophomores. Mr. Wright.

310F Readings in Public Address. Readings in outstanding speeches selected from Western history. Study of argument, language, and delivery. Written and oral criticisms. Students will finally specialize in the study of one speaker, each student not only presenting a complete rhetorical analysis of one speech, but based on that analysis, presenting an oral reading of the speech. Prerequisite, 100. Open to sophomores. Mr. Somer.

350F The American Audience. Study of the American as listener. Research into some of the influences on American habits of listening. Efforts to describe the American audience and to arrive at some informed speculation on the implications for personal and public communication in contemporary society. Written papers will be presented orally, criticized by the class as a whole, and then defended orally by the student. Prerequisite, 100. Open to sophomores. Mr. Wright.

[400F] The Rhetoric of the Presidential Campaign. A study of the uses of persuasion in the current presidential campaign, with special attention to the ways in which issues are identified and set forth. Students are assigned specific candidates to study; each student is required to present and defend his findings in a forum to which the college community is invited. Prerequisite, 110. (Offered in years of presidential elections.)

Joint Programs

American Studies

The interdisciplinary concentration in American Studies is defined and directed by a coordinate committee composed of two representatives from the Kirkland faculty, two representatives from the Hamilton faculty, and a Program Director. Hamilton students choosing to concentrate in American Studies should consult either D. Locke, Program Director, or M. Endy or D. Millar, Hamilton members of the Committee.

The student concentrating in American Studies must expect to do advanced work in more than one area of American life and become familiar with the possibilities and problems of an interdisciplinary approach to the American experience.

The concentration consists of twelve semester courses comprising a program approved by the Committee. The program will include American Studies 311, ordinarily taken in the fall semester of the student's junior year, and the senior project, American Studies 500.

American Studies 299 Independent Study. Faculty.

American Studies 311F Introduction to Theories and Methods. An introduction to the theories, methods, and materials of interdisciplinary study, with special emphasis upon the interrelations of ideas, institutions, and cultural forms in American life. The course is required of concentrators in American Studies and is open to other students with permission of the instructor. D. Locke.

American Studies 399 Independent Study. Faculty.

American Studies 499. Independent Study. Faculty.

American Studies 500 Senior Project. An independent project required of senior concentrators in American Studies. Prerequisite, American Studies 311. Appropriate interdisciplinary Faculty committee.

Asian Studies

A concentration in Asian Studies requires at least two courses from among History 133, 134, 234, and at least six additional courses, including an independent reading project in the fall term of the senior year, as approved by the Committee on Asian Studies. Selections are made from among courses in anthropology, art, economics, government, history, foreign languages,

philosophy, and religion pertaining to Asia. In addition, appropriate overseas programs may be counted toward the concentration.

Life Sciences

A. Duncan Chiquoine, (*Director of Life Sciences, Chairman of Department of Biology, Hamilton*), John F. Ellis (*Hamilton*), Nicholas J. Gerold (*Hamilton*), Lawrence R. McManus (*Hamilton*), Sue A. Miller (*Kirkland*), Frank E. Price (*Kirkland*), Eugene C. Putala (*Kirkland*), Michael R. Steiner (*Hamilton*), and Robert G. Van Buskirk (*Hamilton*)

A concentration in the Life Sciences consists of Life Science 111 and seven additional courses which have 111 as a prerequisite. 115W, 220W, 225W, 330W, and 440W may not be counted as part of the concentration. A course of study taken at a field station and approved beforehand may be substituted as one course in the concentration. Program honors will be determined on the basis of excellence in course work, completion of an independent study, and recommendation of the staff. Students wishing to prepare for graduate school in the Life Sciences should take at least Physics 110-120 or 130-140, Mathematics 111-112, and Chemistry through 223-224.

111F Life Science. The molecular and cellular basis of biological organization, including the processing of matter, energy, and information. Emphasis on the biochemical, genetic, and developmental aspects of life. A knowledge of secondary school biology and chemistry assumed. Three class periods and three hours of laboratory. Independent laboratory work. Messrs. Chiquoine and Van Buskirk.

112S Life Science. A study of life at and above the level of the organism. Emphasis on the variety of life; the functions and adaptations of organisms; homeostasis, and ecological relationships; and evolutionary history. Three class periods and three hours of laboratory. Independent laboratory work. Prerequisite, 111. Messrs. Price and Van Buskirk.

114S Human Genetics. A study of the facts and techniques of human genetics and their relationship to contemporary societal problems. A course for those not planning to go on in science. Mr. Ellis.

[115W] Layman's Guide to Microbiology. A course designed to provide sufficient background for a student to understand popular presentations about microbes and their activities. Laboratory work. A course for those not planning to go on in science. (Next offered 1978-79.)

116S Marine Biology. The ocean as an enviroment for life and as a human resource. The study of plants and animals of the sea, with consideration of fisheries, mariculture, and pollution. Mr. McManus.

117F Social Biology. The nature and evolution of animal societies. Relevant concepts from evolutionary theory, population biology, and ethology and

their relationship to the biology of organisms from ants to *Homo sapiens*. Two lectures, one discussion per week. Mr. Price.

122S General Plant Biology. A study of the morphology of plants; structural organization and development; mechanisms of reproduction; physiology and regulation of growth. Three class periods and three hours of laboratory. Prerequisite, 111. Mr. Putala.

220fW Microtechnique. An introduction to the techniques of histology, histochemistry, and cytology and their application in a small research project. Prerequisite, 112. Enrollment limited to 10. Mr. Gerold.

221F Microbiology. An introduction to the major groups of microorganisms and their activities. Three class periods and three hours of laboratory. Prerequisite, 112 or 122. Mr. Steiner.

222S Vertebrate Organization. Study of historical and functional aspects of vertebrate organization and of the control mechanisms which maintain it. Mammalian organization emphasized. Three class periods and three hours of laboratory. Prerequisite, 112. Ms. Miller.

225W Protozoology. The major subphyla of free living protozoa, with emphasis on culture methods, fixation, staining, and preparation for purposes of identification. Prerequisite, 112. Enrollment limited to 5. Mr. Ellis.

226S General Entomology. An introduction to the study of insects, with emphasis on their diversity, biology, and importance to man. Laboratory work emphasizing the identification of insects to the level of Order and Family. Two class periods and four hours of laboratory. Prerequisite, 112. (Offered in alternate years.) Mr. McManus.

227F Genetics. Study of the hereditary material as analyzed by genetic, chemical, and mathematical techniques. Three class periods and three hours of laboratory. Independent laboratory work. Prerequisite, 112 or 122. Mr. Ellis.

[228S] Invertebrate Zoology. An introduction to multi-cellular invertebrate organisms, with emphasis on diversity, structure and function, ecology, and evolution. Laboratory work using the local fauna as fully as possible. Optional marine collecting trip. Two class periods and four hours of laboratory. Prerequisite, 112. (Next offered 1978-79.)

229F Man and the Environment. A consideration of the ecological problems of modern man. The application of ecological principles and concepts in the study of man's deteriorating environment. Open to sophomores. Mr. McManus.

231F Plant Diversity. Survey of the plant kingdom; morphology and life histories of algae, bryophytes, and vascular plants, with emphasis on phylogenetic relations. Three class periods and three hours of laboratory. Prerequisite, 122. Mr. Putala.

[330W] Electron Microscopy. The physics of the electron microscope and the techniques of preparing electron micrographs. Open only to students preparing for independent study in electron microscopy. Prerequisites, four courses in the concentration. (Next offered 1978-79.)

331F Physiology. A study of fundamental problems of animal physiology; and the mechanisms involved in function, with emphasis on vertebrate homeostasis. Two class periods and four hours of laboratory. Prerequisite, 112 and two other courses in the concentration. Mr. Gerold.

332S Cellular Ultrastructure. The electron microscope in ultrastructure analysis. Emphasis on the preparation and interpretation of electron micrographs in the understanding of the cellular level of biological organization. Two afternoons of arranged laboratory. Prerequisite, four courses in the concentration. Mr. Chiquoine.

333F Embryology. A study of avian and mammalian embryogenesis and of the developmental anatomy of mammalian organ systems. Class periods concerned with contemporary problems of developmental biology. Three class periods and three hours of laboratory. Prerequisite, 222. Ms. Miller.

334S Cells and Tissues. An analysis of the structure, function, and composition of vertebrate cells and tissues. Laboratory emphasis on cell and tissue identification. Three class periods and three hours of laboratory. Prerequisite, 112 and two other courses in the concentration. Mr. Gerold.

337F General Ecology. An investigation of the factors that determine the distribution and abundance of plants and animals. Three class periods and three hours of laboratory or field exercises. Prerequisite, 112 or 122. Mr. McManus.

[338S] Plant Form and Diversity. Structure, development, and variations of vegetal and reproductive organs in seed plants. Three class periods and three hours of laboratory. Prerequisite,122. (Next offered 1978-79.)

348F Systematics of Flowering Plants. Principles of taxonomy of flowering plants, with emphasis on flora of the northeast. Three class periods and three hours of laboratory. Prerequiste, 122. (Offered in alternate years.) Mr. Putala.

440W Field Study in Florida. A camping tour of terrestrial marine habitats of Florida. The study of plants and animals of these habitats. The ecological impacts of water management, land use, and technological development on the areas visited. Enrollment limited. Extra cost. (Offered in alternate years.) Mr. McManus.

441F Evolutionary Biology. Study of modern evolutionary theory; relationships between evolutionary biology and genetics, population biology, ecology, physiology, and behavioral biology. Three class periods and three hours of laboratory. Prerequisite, 112 or 122. Open to juniors. Mr. Price.

442S Cytogenetics. A study of the part played by cells in causing the

phenomena of heredity, mutation, and evolution. Three class periods and three hours of laboratory. Prerequisite, 227. Mr. Ellis.

444S Advanced Microbiology. A study of the life processes of microorganisms, emphasizing biochemical and physiological diversity. Three class periods and three hours of laboratory. Prerequisite, 221 and Chemistry 223-224.

499 Independent Study. Faculty.

Theater and Drama

A concentration in Theatre and Drama consists of eight courses, six of which must be in dramatic history, literature, or theory, and two of which must be in acting, directing, designing, or producing. Courses are chosen with the guidance and consent of an interdepartmental faculty committee from the offerings of both Hamilton and Kirkland Colleges in English and American literature; continental and classical languages and literature; histories of the theatre, art, architecture, and music; and playwriting, acting, production, and design. Following the approved procedures for applying for independent work, students can earn the equivalent of one course by participating as apprentices in the training programs of approved theaters.

Addenda to Hamilton Courses

Classical Civilization

340F The Ancient Historians and Their Theories of History. Readings in Herodotus, Thucydides, Livy, and Tacitus, and the biographers Plutarch and Suetonius. Lectures on the development of historiography, its relationship to philosophy, politics, literature, and science, and the problem of fact and interpretation. Open to juniors. (Offered in alternate years.) Mr. Cunningham.

350S Roman Law and Constitutional History. Introduction to Roman Law, primarily from the period of the Roman Empire from Augustus to Justinian. Special attention to constitutional developments. Open to juniors. (Offered in alternate years.) Mr. Cunningham.

550S Senior Seminar in Classics. Topics for the individual student. Limited to seniors concentrating in Classics, Greek, or Latin. Mr. Cunningham.

English

A student enrolling in the year-long courses English 439-440 or 443-444 will receive a tentative grade at the end of the fall term and a final grade for two terms at the end of the spring term. A student who fails English 110 and passes English 120 may, upon the recommendation of the Department, receive a revised grade of D minus for English 110.

Kirkland Courses

Kirkland course descriptions are arranged by division (Arts Division, Humanities Division, Sciences Division, and Social Sciences Division), subdivided within the divisional section alphabetically according to discipline (e.g., anthropology courses are listed together as a group within the Social Sciences Division section), and listed in ascending numerical order.

A course number followed by "F" is offered in the fall semester. "S" indicates spring semester, "F, S" indicates the course is offered both semesters. The "fW" notation indicates a course offered in the winter term for which some early preparation is necessary.

A single-number course (e.g., 101F) is a one-semester course.

A double-number course with a *hyphen* (e.g., 101F-102S) is a two-semester course with the first semester a prerequisite for the second. The first semester may be elected independently of the second but *the second semester cannot be elected independently of the first*, except in unusual cases by permission of the instructor.

A double-number course with a *slash* (e.g., 101F/102S) is a two-semester course, either semester of which may be elected independently of the other.

When a course is noted as being "equivalent to" another course, the two courses are functionally equal for purposes of concentration requirements, prerequisites, and degree requirements. Please note that when one or more courses are "equivalent to" one another, only one of these courses can be counted toward concentration or degree requirements. Courses which are equivalent do not necessarily have the same instructor.

When a Kirkland course is noted as being the "same as" a Hamilton course, the two courses cover the same subject matter and use the same books and other materials, though they may be taught by different instructors. Two "same as" courses would, therefore, be equal for purposes of concentration requirements, prerequisites, and degree requirements.

For course level determinations and prerequisites, please *consult individual course descriptions* and disciplinary guidelines.

100's: Introductory in material and/or approach.

200's: Intermediate level.

300's: Advanced in approach.

400's: Most advanced.

Priority for admission to Kirkland limited enrollment courses:

100's: Freshmen, sophomores, and other beginners in the field, in that order.

200's: Sophomores, freshmen, juniors, and seniors.

300's: Senior concentrators in the area.

400's: Senior concentrators in the area.

Hamilton courses which are extremely heavily enrolled during preregistration may, on occasion, be closed to further enrollment. Students who are denied admission to limited enrollment courses *should choose an alternative course* during the second preregistration.

If you have any doubts regarding the appropriate class level for you, please consult your adviser, the instructor of the course in question, or the chair of the division sponsoring the course. Priority for enrollment may be set by divisions in accordance with the rationale for course levels as indicated in the above general numbering pattern.

Hamilton courses referred to in concentration statements or as prerequisites may be found described among the Hamilton listings.

Note: In general, most Kirkland courses are limited in enrollment to twenty students; variations above and below this number are approved when based on sound pedagogical grounds.

Kenan College Courses

The World as Theater (Kenan Course 309) appears in the course descriptions as both Literature 309 and Psychology 309. It is another in a series of activities supported through the William R. Kenan, Jr. Fund for Excellence in Teaching. An interdisciplinary course taught by professors of literature and psychology, it focuses on analysis of self-dramatizing characters in dramatic literature.

The World as Theater. (Lit. 309F, Psych. 309F) This course will examine the metaphor of the world as theater in literature and psychology. Particular attention will be paid to self-dramatizing characters in plays like *Hamlet* and Calderon's *Life Is a Dream,* which have been called "metatheater," and to theories like Goffman's and Sarbin's, which have been termed role-enactment approaches. Readings will be divided between dramatic literature and psychology. Prerequisite: junior standing and two courses in either literature or psychology. S. Lipmann, C. Peterson. (Offered 1977-78 and alternate years thereafter.)

Explorations: Freshman Tutorials

Music 100 Arts Tutorial: The composer and critic stand at opposite ends of the musical process. The composer must put imagined sounds on paper, often without benefit of the sounds themselves. The critic must put observations of sounds, with the aid of score and performance, into words. The middle ground is, of course, music in performance, and the understanding of musical

communication. How does music communicate? Should it communicate? Does the critic's understanding differ from the composer's intent? What is the composer's intent? Does it differ from that of other creative artists?

During the first half of the two-semester tutorial we will examine those and other questions, through listening, through the study of the counterpoint method learned by composers like Beethoven, Brahms, Richard Strauss, and Hindermith, and through readings in musical and literary criticism. The second half of the seminar will be devoted to group and independent projects arising from the material of the first half, in addition to on-going reading and listening.

Listening assignments will include music by Beethoven, Richard Strauss, Bartók, Messiaen, Crumb, and Varèse. Readings will include *Gradus ad Parnassum* of J.J. Fux and articles by Eduard Hanslick, George Bernard Shaw, and Donald Tovey. Written assignments will include several musical exercises and creative projects and at least one paper. H. Lindenfeld.

Registration reserved for students entering Kirkland in September 1977.

Literature 100 Humanities Tutorial #1: The Development of the Self in Fiction.

"To be oneself was a supreme, gleaming triumph of infinity" (D.H. Lawrence: *The Rainbow*).

In this tutorial the students and the instructor will investigate the means by which novelists have attempted to represent growth into maturity in their fiction. Simultaneously, the tutorial will offer training in the analysis of different aspects of fiction, including point of view, narrative voice, plot, character, structure, symbolism, and style. The novels to be considered will be drawn primarily from nineteenth and twentieth-century British literature, and will probably include Thomas Hardy's *Tess of the D'Urbervilles*, Samuel Butler's *The Way of All Flesh*, E.M. Forster's *The Longest Journey*, Somerset Maugham's *The Moon and Sixpence*, James Joyce's *A Portrait of the Artist as a Young Man*, D.H. Lawrence's *The Rainbow*, and Faulkner's *Light in August*. There will be some collateral reading in psychology. The members of the tutorial will be asked to think about the relationship between form and content in fiction, as well as to relate the reading to their own development as individuals. There will be several short papers and at least one presentation of a paper or report in class. G. Bahlke.

Registration reserved for students entering Kirkland in September 1977.

History 100 Humanities Tutorial #2: History and Authority. What about the past is important to a liberal arts education, and who says so? Why are students often taught what happened, instead of how to establish the meaning and importance of what happened? How do authority in learning and authority in history coincide?

One object of this tutorial is to explore, through primary and secondary materials, how "the past" is created and altered by reconstruction and interpretation. The focus of the tutorial is America in the 1920s, and a second

objective is to examine how American historians have coped with or tripped over that complex decade in their own country's past. A third objective of the tutorial builds on the other two: to design and execute, with other students, an independent investigation important both to students' individual learning and to the study of American history.

Readings, group discussion, and short written assignments will be blended so as to help students (a) become aware of the importance and limits of objectivity; (b) evaluate both primary and secondary historical materials; and (c) achieve clear and articulate expression of their own versions of historical interpretation. D. Locke.

Registration reserved for students entering Kirkland in September 1977.

History of Science 100 Sciences Tutorial: Technology, Society, and Progress. "None of our wise men ever pose the question of the end of their marvels. The 'wherefore' is resolutely passed by...What good is it to pose questions of motives, of why? All that must be the work of some miserable intellectual who balks at technical progress. The attitude of scientists, at any rate, is clear. Technique exists because it is technique. The golden age will be because it will be. Any other answer is superfluous."

So Jacques Ellul sums up the presumed inevitable result of the technical drive of our civilization. What is that golden age? Does is constitute a step forward? How does it almost imperceptibly come to dominate our civilization? How can we begin to understand techniques without first looking at our own fear and contempt of the mechanical?

This tutorial will focus on one particular technical advance—the development of electronics—and examine the way in which this one advance has transformed products, lifestyles, the environment, governmental policies, and the organization of work. Through very practical experience in common electrical materials (vacuum tubes, transistors, and integrated circuits), one will be encouraged to understand technical phenomena from the inside as a prelude to examining their pervasive cultural influences. Reading will include works by Pirsig, Mumford, and Ellul. R. Rinard.

Registration reserved for students entering Kirkland in September 1977.

Government 100 Social Sciences Tutorial #1: Political Power in the United States. Although a belief in democratic values is widely shared by American citizens, in the recent past they have increasingly come to question whether the system actually allows citizens as much influence over political decisions as it promises. The growth of economic power, technological complexity, and social inequalities have led many observers to conclude that the important decisions are actually made by a small group of political and economic leaders subject to little popular control.

This two-semester seminar will examine how the rulers and the ruled relate in the United States. In the first semester, readings and discussions will focus on Lowi's *The End of Liberalism*, Truman's *The Governmental Process*, and Mills's *The Power Elite*. These will provide an understanding of how differently some political scientists view this question and how different

approaches taken by each political scientist lead to a series of different conclusions about power relationships. During the second semester, additional reading and seminar discussions will serve as the basis of independent examinations of questions by members of the tutorial. J. Bacheller.

Registration reserved for students entering Kirkland in September 1977.

Sociology 100 Social Sciences Tutorial #2: Role Transitions. For most people, role transitions are the pivotal stages of growth separating phases of their lives. More sociologically, role transitions are the changing relationships and responsibilities of an individual in social groups. This tutorial explores these phenomena across several cultures from the point of view of the individual and the groups he leaves and joins.

To accomplish this task, the academic year is divided roughly into three parts. The first lays a foundation in sociology to balance our individual perspectives with the social. The second phase, consisting of more concentrated study of the topic, spans the break between semesters and culminates in a group project proposal for independent work building on the previous reading and class discussions. These small group projects will occupy the remainder of the year. This schedule allows the student to conduct focused study and to carry out social research on questions arising during the year.

Students will provide evidence of their skills and knowledge through several brief written assignments, class participation, library utilization, and the data collection analysis and reporting of the final project. Special scheduling will permit the group to grow as peer advisers, applying their academic learning more generally to the college experience. J. Lowry.

Registration reserved for students entering Kirkland in September 1977.

Arts Division

The Arts Division offers courses in creative writing, dance, music, theater, and visual arts. Students may concentrate in one or any combination of these disciplines. The division is particularly interested in exploring the interrelatedness or origins, historical developments, and current directions in the arts.

Concentration Requirements. *The basic course requirements differ for each discipline, as indicated below. Other courses to be used to satisfy a concentration are chosen by the student, in consultation with her adviser. In each instance, the total program is an individual one, and the primary responsibility for initiating its design rests with the student.*

1.a. Creative Writing. A minimum of four creative writing workships, Creative Writing 210, and Creative Writing 310.

b. Dance. A minimum of eight semester courses in dance. Four technique courses are required, including Dance 311-312, and four semester courses to be selected from the following: Dance 205, 206, 301-302, and 305. Concentrators are expected to participate in workshops, lecture demonstrations, and concerts.

c. Music. A minimum of eight semester courses in music, distributed equally between music theory and music history. In addition to these minimum course requirements, a music concentrator is expected to participate in ensemble performance. Please refer to Hamilton College music offerings (S. Bonta and L. Spear).

d. Theater. A minimum of eight course credits in theater, including Theater 207 and at least one course in dramatic literature.

e. Visual Arts (ceramics, design, drawing, painting, printmaking, sculpture, photography and film, and video). A minimum of eight semester courses, including Art 101, 105, 107, and one of the following: Art 113, Art 116 (Film Production), Art 221 (Animation), Art 220 (Audio-Visual Workshop).

2. A minimum of three semester courses in appropriate cognate areas.

3. A senior project designed with the assistance of the adviser, accepted by the division, and requiring two semesters for completion. The project should culminate in (1) a public exhibition or performance; (2) a research project in history or criticism of dance or theater; or (3) the presentation of a work of creative writing, musical composition, or musicology. As with the design of the concentration, the responsibility for initiating the design of the senior project rests with the student.

The division strongly recommends that its concentrators develop reading proficiency in at least one foreign language. Evaluations for all courses in the Arts Division will be based on the student's application, progress, participation in critiques, and, when specified, written work.

The division may assign priority for enrollment in accordance with the rationale for course levels as indicated in the description of Kirkland's general numbering pattern.

Creative Writing

Creative Writing 101F,S An introduction to the fundamental problems of prose fiction *and* poetry. Enrollment limited to 16. Order of priority: sophomores, freshmen, seniors, juniors. M. Burkard, W. Rosenfeld.

Creative Writing 199 Independent Study. Faculty.

Creative Writing 203F,S An introduction to the fundamental problems of poetry writing. Enrollment limited to 16. Order to priority: sophomores, freshmen, seniors, juniors. M. Burkard.

Creative Writing 205F,S An introduction to the fundamental problems of prose fiction. Enrollment limited to 16. Order of priority: sophomores, freshmen, seniors, juniors. W. Rosenfeld.

Creative Writing 210S Interdisciplinary Source Materials for Creative Writing. Students will draw from subject matter in other courses taken during the same semester for their own poems and fiction. The class is conducted on a

workshop basis and will involve the sharing of insights on the translation of subject matter into poetry and fiction. The main emphasis will be on student works as extensions and departures from the informational and theoretical aspects of their other courses. The quality of the student's writing and her contribution to discussions and critiques furnish the bases for evaluation. Enrollment limited to 16. Prerequisite: Creative Writing 101, or 301-302, or 305, or permission of the instructor. Faculty.

Creative Writing 299 Independent Study. Faculty.

Creative Writing 301F-302S Poetry Workshop. A workshop for students whose work and purpose have developed sufficiently to warrant concentration in poetry. Enrollment limited to 12. Prerequisite: Creative Writing 101 or 203, or permission of the instructor. M. Burkard.

Creative Writing 305F,S Poetry Writing: Forms. A workshop for students whose work warrants concentration in sources—forms and texts—for their own work. Enrollment limited to 12. Prerequisite: Creative Writing 101 or 203, or 301-302, or permission of the instructor. M. Burkard.

Creative Writing 310F,S Aspects of Fiction and Poetry. The course focuses on specific genres and movements in writing, such as surrealism, science and technology, social consciousness, and philosophy. The theme of the course will vary. Some examples of themes are: the influence of surrealism in contemporary fiction and poetry; the public voice in poetry; oral literature—the history and development of poetry reading as a personal medium; and shared perceptions among scientists, fiction writers and poets. Students are expected to respond to the readings and discussions via their own writing and, where relevant, readings of their own work. Enrollment unlimited. Prerequisite: Creative Writing 101, or 301-302, or 305, and two literature courses; or permission of the instructor. Faculty. (Offered 1977-78 and alternate years thereafter.)

Creative Writing 311F-312S Prose Fiction Workshop. A workshop for students whose work and purpose have developed sufficiently to warrant concentration in prose fiction. Students interested in playwriting should enroll in this course. Students interested in writing for children should consult the instructor. Enrollment limited to 12. Prerequisite: Creative Writing 101, or 205, or permission of the instructor. W. Rosenfeld.

Creative Writing 315F-316S Writing for Performance. A workshop for students interested in playwriting and movie script writing. During the first semester, major attention given to methods of gathering material preliminary to actual script writing. The second semester is devoted to revising scripts for production. Readings will include plays and movie scripts, as well as works on theory and criticism in both genres. Attendance at selected plays and movies will be required during the term. Enrollment limited to 12. Prerequisite: Creative Writing 301-302, or 305, or 311-312; and Film Production 1 or an

acting workshop; or permission of the instructor. Faculty. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Creative Writing 399 Independent Study. Faculty.

Creative Writing 499 Independent Study. Faculty.

Creative Writing 500 Senior Project. Faculty.

Dance

The dance program provides experience in both the performance and academic aspects of dance. Three levels of daily technique classes are offered to provide a thorough training in both ballet and modern dance. In order to participate, students must audition for placement in the appropriate class level. Within the limits of available space, classes are open to all interested students.

Students who complete the Advanced Dance sequence may plan their own technique studies, emphasizing ballet, modern, or both.

In addition to courses in composition, history, and labanotation, students may undertake independent study in their own areas of interest, such as choreography, advanced labanotation, therapy, historical research, and teaching methods. Occasionally, group independent studies are offered in teaching methods for ballet or modern and creative dance.

Qualified students may obtain professional certification in Labanotation through the Dance Notation Bureau, and in ballet through the Royal Academy of Dance. Performing experience is offered in the form of workshops, lecture-demonstrations, and the annual spring concert.

New students intending to concentrate in dance should contact the dance faculty during orientation to audition for technique classes.

Dance 111F-112S Beginning Dance. Fundamentals of ballet and modern dance. Admission by audition. Enrollment limited to 20. M. Warner, Faculty.

Dance 199 Independent Study. Faculty.

Dance 205F Elementary Labanotation. Analyzing, reading, and notating movement used in ballet, folk, and modern dance. Enrollment limited to 20. M. Warner.

Dance 206S Intermediate Labanotation. A continuation of the elementary course using more complex material. The class will emphasize practical experience notating technique classes and reconstructing dance scores. Enrollment limited to 20. Prerequisite: Dance 205. M. Warner.

Dance 211F-212S Intermediate Dance. A continuation of the study of ballet and modern dance. Admission by permission of the instructors. Enrollment limited to 20. M. Warner, Faculty.

Dance 299 Independent Study. Faculty.

Dance 301F-302S History of Dance. The development of dance as an art form from Greek times to the twentieth century. Lectures, discussions, and

practical sessions in period dance. Entry into the second semester by permission of the instructor. Enrollment limited to 20. M. Warner. (Offered 1977-78 and alternate years thereafter.)

Dance 305F Composition I. A study of the elements of choreography, emphasizing explorations of rhythmic structure, dynamics, and design. Prerequisite: intermediate technique level and permission of the instructor. Faculty. (Offered 1977-78 and alternate years thereafter.)

Dance 307F Composition II. A continuation of Composition I, with emphasis on accompaniment, group design, and varying levels of abstraction. Prerequisite: Dance 305 and Dance 211-212, or permission of the instructor. Faculty.

Dance 311F-312S Advanced Dance. The study of ballet and modern dance, emphasizing style and performance techniques. Students are expected to participate in workshops and concerts. Enrollment limited to 20. Admission by permission of the instructor. M. Warner, Faculty.

Dance 399 Independent Study. Faculty.

Dance 499 Independent Study. Faculty.

Dance 500 Senior Project. Faculty.

Music

Music 100 Arts Tutorial: The Language of Music. For course description see tutorials section.

Music 101F-102S Theory I. An intensive training in the fundamentals of music as they evolved from Monteverdi to Brahms. Evaluation based on class participation and regular written assignments. Order of priority: sophomores, freshmen, juniors, seniors. H. Lindenfeld, J. Reise.

Music 104S Electronic Music I. Elementary electro-acoustical theory. Introduction to the ARP synthesizer. Elementary recording and editing techniques. Students will be responsible for the completion of one short project involving elementary electronic composition. Evaluation on the basis of the composition and classroom participation. Priority to freshmen. Maximum accommodation in studio is thirteen students. Faculty.

Music 107F-108S Solo Performance. Private instruction in vocal or instrumental performance. This course, successfully pursued for two

semesters, will earn one academic credit. Evaluation based on technical improvement and musical growth. Private vocal or instrumental instruction necessitates an additional charge each semester above the student's regular fees. May not count towards a concentration in music. Prerequisite: permission of adjunct instructor in performance. Not open to Hamilton students.

Music 109F-110S Group Performance. The study of music through performance in the Hamilton-Kirkland Choir (section 01), College Hill singers (02), Brass Choir (03), Woodwind Ensemble (04), or String Ensemble (05). Prerequisite: permission of the instructor.

Group Performance successfully pursued for *four semesters* will earn *one academic credit*. This course may be taken throughout the student's college career. Students are encouraged to participate in more than one of the above groups but will receive academic credit for work in one only. May not count towards a concentration in music. Not open to Hamilton students; see Hamilton Music 107-108, 109-110.

Note: Solo and group Performance courses should be taken in addition to the normal academic course load, and should be added during the course changes period after the student has received the permission of the instructor or division. Students may take private tuition without enrolling in Music 107-108. See Curricular Related Activities.

Music 114 Twentieth Century Music. A comprehensive survey of the origins and trends of music in this century. Evaluations will be based upon several papers and class participation. Prerequisite: Music 101 or permission of the instructor. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Music 199 Independent Study. Faculty.

Music 201F-202S Theory II. Concepts of harmony and counterpoint as the natural consequence of the material studied in Theory I. The course will focus on the music of the Classic and Romantic periods. Evaluation as in Theory I. Prerequisite: Music 102 or permission of the instructor. H. Lindenfeld, J. Reise.

Music 203F Electronic Music II. Advanced work with the synthesizer, including *musique concrete*, and analysis of electronic compositions composed over the last thirty years. May be repeated for credit at increasingly advanced levels. Students will be responsible for the completion of at least one work. Prerequisite: Music 104 and permission of the instructors. H. Lindenfeld, J. Reise.

Music 207F-208S Solo Performance. Continuation of Music 107-108. This course may be repeated at increasingly advanced levels. Evaluation is made on the same basis as Music 107-108, and necessitates the same additional fees for instruction. May not count towards a concentration in music. Prerequisite:

Music 107-108 and permission of the instructor. Corequisite: a course in music theory or music history. Not open to Hamilton students.

Music 209F Analysis. An investigation of several important pieces from the "period of common practice" and beyond, supplemented by readings from theorists of varying viewpoints. Discussions will involve not only the music, but analytical approaches as well. Evaluation based on class participation, papers, and analyses. Prerequisite: Music 102 and permission of the instructor. H. Lindenfeld. (Offered 1977-78 and alternate years thereafter.)

Music 221F Instrumentation and Orchestration. The instruments of the orchestra will be investigated, and, when possible, demonstrated. Idiomatic writing and orchestral transpositions will be stressed. Various styles of orchestration will be analyzed with special emphasis on modern orchestral techniques. Evaluation based on class participation and the student's orchestrations. Prerequisite: Music 102 and permission of the instructor. J. Reise. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Music 222S Composition. Twentieth century compositional techniques, including notational problems and score preparation. Evaluation based on student's increase in ability to structure musical ideas in several short pieces and one extended work. Prerequisite: Music 102 and permission of the instructor. H. Lindenfeld. (Offered 1977-78 and alternate years thereafter.)

Music 299 Independent Study. Faculty.

Music 301F Advanced Harmony. Wagner, Mahler, R. Strauss, Debussy, Stravinsky, Schoenberg, and others. An investigation of the music bridging the Romantic Era and the twentieth century. Evaluation based on class participation, oral presentations, and written assignments. Prerequisite: Music 202. J. Reise.

Music 399 Independent Study. Faculty.

Music 402S Junior-Senior Seminar. Content will be determined jointly by the students and the instructor according to the needs of the students. The consequent focus may range from preparation for graduate studies to work on special advanced topics. Evaluation based on class participation, oral presentations, written assignments, and evidence of progress. Prerequisite: permission of the instructor. H. Lindenfeld.

Music 499 Independent Study. Faculty.

Music 500 Senior Project. Faculty.

Theater

The theater program provides intensive and broad experience in both the theory and practice of the dramatic arts; academic and performance excellence are equally pursued. Classes are open to all interested students, provided prerequisites are met and space is available. There are two major faculty-

directed productions each academic year, and numerous studio productions offering ample opportunity for extensive involvement in every phase of production. The program maintains a policy of open auditions for all productions.

In addition to courses in acting, directing, history, production, and script analysis, independent studies are available in the following areas: special acting and directing projects, scenic and lighting design, costume design, stage management, and creative dramatics. These independent studies may be taken at increasing levels of proficiency (see Theater 199, 299, 399, and 499). The orientation of the program is a synthesis of liberal arts and preprofessional training. Areas of concentration include acting, directing, and theater design (in conjunction with a visual arts concentration).

New students intending to concentrate in theater are encouraged to contact the theater faculty during orientation and to register for the introductory acting class.

Theater 101F-102S Introductory Acting. Training in the basic elements of an actor's craft: movement, voice, senses, imagination, improvisation, and characterization. Much of the first semester will focus on improvisation. During the second semester, the ensemble will focus on scenes, situations, circumstances, and stage actions. Entry into the second semester with permission of the instructor. Enrollment limited to 20. R. Umlas.

Theater 103F/104S The Theater Event. The study of theater as a public, spatial, and temporal art form. Emphasis on performance and production, the living nature of the theater process, and all the production elements which contribute to that life (scenic, lighting, costume design, and construction). Each semester the course will examine a different dramatic genre, the unique characteristics of its literary and performance style. The central focus of the investigation will be the major production of the semester. In addition, several scripts will be studied from the perspective of their realization in performance and production. Course requirements will include selected readings, projects, and the option of intensive staff or crew work in lieu of a final paper. During fall semester 1977, there will be a special emphasis upon the nature of the theatrical experience of the audience member of any performance event, and the methods of discovering one's own personal taste. Study of the audience member as consumer, as perceiver, and as critic. Frequent written reports of performance are required. Enrollment limited to 20; open both semesters. K. Yeaton. Spring semester: C. Bellini-Sharp.

Theater 199 Independent Study. Faculty.

Theater 201F-202S Intermediate Acting. Developing an individual working method. An exploration of physical, vocal, emotional, intellectual, and creative resources. Second semester emphasizes scene work, textual analysis, and character and scene development. Enrollment limited to 20. Entry into the second semester with permission of the instructor only. C. Bellini-Sharp.

Theater 207F/208S History of Theater. Practical and theoretical examination of major periods in the theater's history. The first semester will cover theater's beginnings through the Restoration and the eighteenth century; the second semester will cover the nineteenth and twentieth centuries. No limit; open both semesters. C. Bellini-Sharp, R. Umlas.

Theater 209F Script Analysis. The application of an analytical technique to the theatrical interpretation of selected scripts. The purpose of the course is to introduce a practical approach to script analysis applicable to any play-script from any period. Among the scripts to be analyzed are plays by Aeschylus, Jonson, Chekhov, Albee, and Pinter. R. Umlas. (Offered 1977-78 and alternate years thereafter.)

Theater 210 The Expressive Voice. Using the Lessac System for the use and training of the human body and voice, the class will work toward increased awareness of and skill with voice and speech production and application for daily life conversation, public speaking, singing, and acting. Based on the perceptual awareness of kinesthetic feedback sensations, the Lessac System seeks to teach body/voice awareness, sensitivity, control, and the principles and techniques with which to communicate effectively and dynamically on stage and off. The class experience is designed to aid the student in discovering, unlocking, and releasing his or her natural vocal potential; the aesthetics and class exercises will help the student to use these resources to build a rich vocal instrument and to create with an expressive voice. Advanced students will work for stageworthy speech and voice. No prerequisites. Enrollment limited to 16, because of the individualized attention necessary with voice work. C. Bellini-Sharp.

Theater 299 Independent Study. Faculty.

Theater 300. The Study of Theater through Performance. Students cast in a major role for a faculty-directed production may receive credit for their rehearsal/performance. The option of receiving a theater performance credit will be offered by the faculty director to those he has cast in major roles. Auditions will normally occur within the first ten days of each semester. A student who is offered and accepts the performance credit option for that semester may register for only *one* (1) theater performance credit as a "free" fifth course during her college career. If a student who is offered the option wishes to register for Theater Performance 300 as a fourth course or a paid fifth course, she may do so with the permission of her adviser. Students are limited to receiving four performance credits, at increasingly advanced levels.

Theater 301F-302S Advanced Acting. Problems in scene study, action metaphors, voice characterization, and styles, with emphasis on individual acting problems. Prerequisite: Theater 101-102 and Theater 201-202, or by audition. Entry into the second semester by permission of the instructor. Enrollment limited to 15. C. Bellini-Sharp, R. Umlas.

Theater 303F-304S Directing Workshop. Research and analysis of scripts and design of action to prepare for working with actors. Readings from Appia, Stanislavsky, Meyerhold, Artaud, Brook, Grotowski. First semester: direction of long scenes or short one-act plays. Second semester: presentation of longer works. Prerequisite: four semesters of theater courses of which at least two must be in acting, or permission of the instructor. Entry into the second semester by permission of the instructor. Enrollment limited to 15. R. Umlas, C. Bellini-Sharp. (Offered 1977-78 and alternate years thereafter.)

Theater 305F The Laboratory Theater: Workshop and Performance. Advanced and experimental work by actors, with support from volunteers as needed. Advanced work in acting techniques and production structures will be developed in the regular classes and shown to the public in weekly informal performances. Something will be shown each week, from the beginning of the series. There is no predetermined restriction on the nature of the material to be shown; it may be a scene from a realistic play, perhaps in rehearsal form, or highly stylized exercise work, improvisation, an unfamiliar form of work, or a group of things chosen by the class members.

The arts are as dependent upon exploration and experiment as science is upon research. The public nature of the theater requires that our explorations be done in public. Problems in technique, content, style, and process are all carried out in the Laboratory Theater. The results are unpredictable, as are the results of all honest, operational research.

Laboratory Theater does not aim at amusing the casual entertainment seeker. Its productions may be puzzling, startling, boring, or amazing, but nowhere are there more challenging problems of appreciation and perception than in the exploratory work of young artists. Since change is inevitable, it may be that some of these demonstrations may later be remembered as foreshadowing the nature of that change.

It is the task of the Laboratory Theater to stay out on the cutting edge, where the past is being divided from the future.

Prerequisite: Theater 101-102 and 201-202; or permission of the instructor. K. Yeaton.

Theater 310S Junior-Senior Seminar. The content of this course will be determined by the direction and needs of the theater program. The resulting focus may be special individual preparations covering a wide range of areas in the discipline, or particular topics and workshops in theater; for example, contemporary European theater, design for directors, experimental theater, etc. Evaluation will be based on oral reports, papers, participation, and other forms related to the specific topic and direction of the course for that particular semester. Prerequisite: four semester courses in theater or permission of the instructor. Faculty.

Theater 399 Independent Study. Faculty.

Theater 499 Independent Study. Faculty.

Theater 500 Senior Project. Faculty.

Visual Arts

Art 101F,S Drawing. A study of the basic elements of drawing including line, texture, mass, and composition. Students will be expected to work from the model during class time, do outside assignments, and participate in group criticism. Enrollment limited to 20. R. Muirhead, W. Salzillo, S. Lyman.

Art 103F Introduction to the Language of Film. An outline of film grammar, including a cross section of various film forms. Films discussed in relation to readings on theory and criticism. Evaluation based on papers and class discussion. Enrollment limited to 40. Priority to freshmen, sophomores. Faculty.

Art 105F,S Two-dimensional Design. An exploration into visual language; a series of projects followed by group criticism. Enrollment limited to 20. R. Muirhead, W. Salzillo.

Art 107F,S Three-dimensional Design. Introduction to visual problems in three dimensions. Class consists of a series of projects followed by group discussion. Enrollment limited to 15. No prerequisite. S. Lyman.

Art 111F,S Ceramics I. Introduction to techniques in the use of clay. Traditional wheel, hand-building, and glazing methods, including the creation of glazes at stoneware temperatures. Enrollment limited to 20. R. Palusky.

Art 113F,S Introduction to Photography. Introduction to photographic communication. Aesthetic traditions and fundamental techniques, including the use of a variety of cameras and lighting and darkroom procedures, are studied. No prerequisite. Enrollment limited to 18. S. Liebman, Faculty.

Art 116S Film Production I. Introduction to motion picture techniques. The course uses super-eight as its medium. The student is introduced to the decisions and mechanics of producing a sequence on film: scripting, directing, camera, lighting, and editing. Prerequisite: experience in photography or permission of the instructor. Faculty.

Art 199 Independent Study. Faculty.

Art 203F,S Painting I. A study of the methods and techniques of oil painting with emphasis on still life, figures, and landscape. Enrollment limited to 18. Prerequisite: Art 101, or 105, or permission of the instructor. R. Muirhead, W. Salzillo.

Art 205F Intaglio Printmaking. Concentration in the process of intaglio printmaking, including etching, engraving, dry point, hard and soft ground techniques, aquatint, and lift ground method. Students will be expected to participate in group criticisms. Enrollment limited to 15. Prerequisite: Art 101, or 105, or permission of the instructor. R. Muirhead.

Art 207S Lithography. A study of the techniques of lithography. Enrollment limited to 15. Prerequisite: Art 101, or 105, or permission of the instructor. W. Salzillo.

Art 209F Soft Sculpture. Exploration (in the form of off-loom projects) of introductory two and three-dimensional problems in idea, form, color, technique, and construction in soft materials, specifically fabrics, plastics, and fibers. Each project will be followed by group discussion. Enrollment limited to 15. S. Lyman.

Art 211F Ceramics II. Designed to develop techniques in handbuilding beyond the introductory level. Glaze assignments at stoneware temperatures and the study of Raku, including simple kiln construction. Critiques on problems of technique and three-dimensional expression. Prerequisite: Art 111 or permission of the instructor. Enrollment limited to 18. R. Palusky.

Art 212S Ceramics II (Throwing). Concentration on the technical and aesthetic concerns of functional and sculptural aspects of pottery. Emphasis will be on porcelain and stoneware, use of the potter's wheel, and high fired glaze technology. Enrollment limited to 10. No prerequisite. R. Palusky.

Art 213F Intermediate Photography. This course is designed to be a vehicle for a further investigation of the photographic process through the use of a variety of techniques and equipment including multiple printing, the use of the 4x5 camera, and the design and use of the pinhole camera. Enrollment limited to 18. Prerequisite: permission of the instructor. S. Liebman.

217F Film Production II. A continuation of Art 116, with the use of 16 mm as the medium. The class is expected to work as a production crew in the shaping of a project. Some of this production work will involve video projects. Students are encouraged to develop shorter individual projects which may be documentary or personal in style. Enrollment limited to 18. Prerequisite: Art 116 or permission of the instructor. Faculty.

Art 220S Audio-Visual Workshop. Introduction to the basic audio-visual technology: sound recording, photography, super-eight film, video tape, and the related projection systems. The use of current experiences, and materials in the classroom. Emphasis on individual resourcefulness in the application of techniques. Faculty.

Art 221S Film Animation. Exploration of how the artist can make use of film time. A studio course for people with some experience in drawing, painting, still photography, graphics, or any other aptitude which could be exploited in the making of a personal statement in the art of film. Enrollment limited to 10. Prerequisite: permission of the instructor. Faculty.

Art 299 Independent Study. Faculty.

Art 300S Advanced Photography. A search for a more personal style is the central concern of this course. Students will be expected to utilize their photographic skills to explore areas such as surreal photography, the photographic story, and photomontage. Enrollment limited to 18. Prerequisite: permission of the instructor. S. Liebman.

Art 303S Painting Workshop. An in-depth exploration of concepts established in Art 203. May be repeated for credit at increasingly advanced levels. Enrollment limited to 18. Prerequisite: Art 203 or permission of the instructor. R. Muirhead, W. Salzillo.

Art 311F,S Ceramics III. Exploration of a broad range of glaze color and technique at earthenware temperatures. A portion of the semester will be devoted to the problems of kiln construction. May be repeated for credit at increasingly advanced levels. Prerequisite: Art 211. R. Palusky.

Art 399 Independent Study. Faculty.

Art 499 Independent Study. Faculty.

Art 500 Senior Project. Faculty.

Curricular-related Programs

During the academic year, Kirkland sponsors a number of professionally-guided programs in the arts which may complement the regular curriculum.

Students planning to participate in any of these programs should consider it a substantive undertaking. Announcements concerning the current schedule of instruction are made at the beginning of the year.

Instrumental and Voice Instructors

Piano and Harpischord: instruction by Albert Bowen, Linda Ellison, and Phyllis Murphy.

Voice: instruction by Rebecca Spear.

Flute: instruction by Deborah Pugh.

Strings: instruction by the Madison Quartet.

Choir: instruction by Lee Spear, Director of Choral Activities at Kirkland College and Hamilton College and Assistant Professor of Music at Hamilton College.

Humanities Division

The Humanities Division offers courses and concentrations in art history, history, literature, and philosophy. Students may also combine two or more disciplines into a humanities concentration. In addition, the division sponsors the Critical Languages program and concentrations in areas in which courses are offered primarily at Hamilton College, such as foreign languages.

Concentration Requirements. *The minimum requirement for all concentrations sponsored by the division is seven courses and the senior project (usually one semester). The specific courses to be used to satisfy the concentration requirements will be determined by the student and an adviser from the division.*

All students taking a concentration in the Humanities Division are strongly urged to develop reading skills in at least one language other than English. Students who expect to go on to graduate school should realize that they will very likely be expected to use one or more languages in addition to English in their graduate work.

A student should note that some concentrations require particular courses and/or more than the minimum number of seven.

The division may assign priority for enrollment in accordance with the rationale for course levels as indicated in the description of Kirkland's general numbering pattern.

Art History

The requirement for concentration in art history is eight semester courses and the senior project.

Art History 101F-102S Survey of the History of Western Art. Fall semester: prehistoric art to the late Middle Ages. Spring semester: the Renaissance to the end of the nineteenth century. Emphasis during the fall semester will be on the development of the classical style and the nature of its survival and influence in the Christian Middle Ages. During the spring semester, the Renaissance as style and concept, and the decline of the classical tradition in the nineteenth century will be emphasized. The aim of the course is not only to familiarize students with the major works of Western art, but to introduce them to an art-historical approach and methodology. Students wishing to take Art History 102 separately must have permission of the instructor. Open enrollment. R. Lieberman. (Offered 1977-78 and alternate years thereafter.)

Art History 121S Nineteenth-Century Painting. A survey of painting from the end of the Rococo period in the mid-eighteenth century through the end of the Post-Impressionist period in the late nineteenth. The major emphasis will be on painting in France, but major figures and movements in England, Germany, and Spain will be considered as well. Enrollment limited to 40. R. Lieberman. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Art History 131F The Art of Greece. A survey of Greek art from the Bronze Age to the late second century B.C. Although Minoan and Mycenaean art will be considered at the beginning of the course, and Hellenistic art at the end, the concentration will be on the period between 600 and 323 B.C., with particular emphasis on the fifth century. R. Lieberman. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Art History 199 Independent Study. Faculty.

Art History 211 S The Renaissance in the North. The emphasis will be on painting in the Netherlands, France, and Germany, beginning with the international Gothic style in the late fourteenth century, then following the development of the northern style through the work of Jan van Eyck, Rogier

van der Weyden, and Jean Fouquet in the fifteenth century, and Albrecht Durer, Hans Holbein, Pieter Brueghel, and the school of Fontainebleau in the sixteenth. R. Lieberman. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Art History 215F Italian Sculpture 1250-1490. The course will trace the stylistic development of sculpture in Italy from the early work of Nicola Pisano to the early work of Michelangelo; that is, through its Gothic and early Renaissance phases. The main emphasis will be on the work of Nicola, Giovanni, Andrea Pisano, Brunelleschi, Ghiberti, and Donatello. R. Lieberman. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Art History 222F Romanesque and Gothic Architecture. The main problems to be considered are the evolution of Romanesque style and the origins of the High Gothic elevation. The role of structure as style will be analyzed, and models of basic structural forms will be built. R. Lieberman. (Offered 1977-78 and alternate years thereafter.)

Art History 242F Twelve Buildings. The course is intended as an introduction to the history of architecture through the consideration of twelve buildings: the Parthenon, the Pantheon, the Constantinian Basilica of St. Peter, Hagia Sophia, St. Etienne at Nevers, Chartres Cathedral, the Pazzi Chapel, Bramante's Church of St. Peter, San Carlo alle Quattro Fontane, Vierzehnheiligen, the Crystal Palace, and the Seagram Building. Evaluation will be based on class participation and brief papers on each of the buildings. R. Lieberman. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Art History 259S American Architecture. The course is designed as a survey of architecture in the United States from the earliest colonial times to the mid-twentieth century. The major topics to be considered are the origins of regional colonial styles, the extent and nature of European influence in the formation of Roman and Greek revival styles, the importance of architectural pattern books for nineteenth century house design, the skyscraper, and the city. While the course will be organized topologically, careful attention will be given to individual architects, among them Bullfinch, Lafever, Richardson, Sullivan, Wright, and Kahn. R. Lieberman. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Art History 299 Independent Study. Faculty.

Art History 304S Michelangelo. A detailed survey of Michelangelo's works as architect, painter, and sculptor. Prerequisite: two semesters of art history. R. Lieberman. (Offered 1977-78 and alternate years thereafter.)

Art History 319S Cubism. A study of the origins and development of cubism beginning with the late works of Cezanne and continuing through the mid-1920s. Primary emphasis on analytic cubism. The cubist works of Picasso,

Braque, and Gris are considered in some detail. Prerequisite: one semester of art history or permission of the instructor. R. Lieberman. (Offered 1977-78 and alternate years thereafter.)

Art History 399 Independent Study. Faculty.

Art History 499 Independent Study. Faculty.

Art History 500 Senior Project. Faculty.

History

A concentration in history will involve the student in an examination of how the historian thinks, works, and questions in studying the records of human activity. The courses available at Kirkland and at Hamilton provide work in American, European, and Asian history, ancient civilization, and the history of science. Concentrators may fashion their program broadly according to their interests and goals. The minimum requirement for the concentration is eight courses, including the senior project which may require one or two semesters depending on its scope and intent. Usually the program should include advanced work in more than one area or period. Proficiency in a foreign language or statistics is urged. Students interested in self-initiated concentrations are encouraged to include appropriate history courses.

History 100 Humanities Tutorial #2: History and Authority. For course description see tutorials section.

History 101F Historical Knowledge. This course is designed to acquaint the student with the complexity and richness of historical study. The major work of a single historian will be investigated in depth as the basis of further study of the nature of historiographic problems, the sociological and psychological influences which affect historical writing, and some of the various methods, theories, and philosophies of history. Open to freshmen and, on a space-available basis, to sophomores. P. Marcy.

History 104S History and Biography. A study of the ways we think about people in past time, through examination of some classics of biography and autobiography, including works by J.S. Mill, Erik Erikson, G.K. Chesterton, and B. Lytton-Strachey. D. Miller. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

History 112S Early Modern Europe. A survey of European history from the High Middle Ages to the rise of Absolutism. The course will consist of lectures and discussion. P. Marcy.

History 138F The Idea of the Family in History. An historical study of the evolution of the family as a social ideal and as an institution in Western Europe and America. The course will also serve as an introduction to the discipline of history by examing the usefulness for historical research of various types of evidence, such as art, film, and literature. The contribution of

conceptual approaches from other disciplines such as anthropology, sociology, and psychology will also by explored. E. Barazzone.

History 163F The Origins of Medieval Society. Topics in European history from the decline of the Roman Empire through the tenth century, with particular emphasis on the Roman and Germanic contributions to medieval political, legal, social, and religious institutions. D. Miller. (Offered 1977-78 and alternate years thereafter.)

History 164S The High Middle Ages. Europe from the eleventh through the fourteenth century, with particular emphasis on the evolution of the major institutions of medieval society. Priority to students who have successfully completed History 163. D. Miller. (Offered 1977-78 and alternate years thereafter.)

History 199 Independent Study. Faculty.

History 215F Renaissance Europe. A survey of the economic, political, and intellectual nature of the Renaissance, beginning in fourteenth century Italy and moving on to northern Europe in the fifteenth and sixteenth centuries. Close attention will be paid to the changing social context and to the forms of humanism. First-year students must have permission of the instructor. D. Miller. (Offered 1977-78 and alternate years thereafter.)

History 216S The Reformation. An intellectual history of the reformations of the sixteenth century, focusing on Luther, the Radical Reformation, Calvin, and the Catholic Reformation. D. Miller.

History 221F Tudor/Stuart England. A survey of the political and religious history of England from 1485 through the Glorious Revolution, with attention given to the intellectual and social-economic events of the period. The course includes informal lectures and some discussion. Open enrollment. P. Marcy.

History 222S Modern Britain. A survey of the political and social history of Britain from the Glorious Revolution to the post-World War I era. The course includes informal lectures and some discussion. Open enrollment. P. Marcy.

History 231F-232S American Cultural and Intellectual History. A survey of the relationship between selected ideas and their cultural settings in American history. The course is designed to examine ways in which Americans have used intellect—in the broadest sense—to cope with the threats, challenges, and promises of a rapidly changing culture. Some familiarity with American political and economic history is recommended. A two-semester survey: 231 from colonial times to the Civil War; 232 from Reconstruction to the present. Priority to sophomores, juniors. Students wishing to take 232 separately must have the permission of the instructor. D. Locke. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

History 236S The American as Reformer. A group study of several Americans (with some emphasis on women) who had in common a critical unwillingness to accept cultural values, roles, and assumptions of their times.

The course will blend biography and social history in order to consider several related problems: the making of reform sensibility, the difference between meliorative or fundamental change, the importance of role, and the consequences of reform. Open to juniors and seniors with preparation in American history; to others with permission of the instructor. D. Locke. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

History 245F Modern European Intellectual History I (1640-1815). Topics will include the scientific revolution, philosophies of the modern state, secularism and skepticism, the Enlightenment, Goethe, and the pre-Romantics. E. Barazzone.

History 246S Modern European Intellectual History II (1815-1940). Topics will include the responses to industrialism, the Marxist challenge, the role of the intellectual, Romanticism, racialism and nationalism, the rise of the social sciences and historicism, discovery of the unconscious, nihilism, and existenialism. Prerequisite: Modern European Intellectual History I or permission of the instructor. E. Barazzone.

History 251F America at War. Participation in five major wars and numerous lesser conflicts has profoundly altered the complex fabric of American culture. The seminar will examine the different ways this country has gone to war and justified it, mobilized a civilian population, dealt with dissidents, and coped with the peacetime consequences. D. Locke. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

History 265F The Rise of Germany. A history of Germany from the Enlightenment to the Weimar Republic, concentrating on the origins and development of the German Empire until its demise in 1918. Open enrollment. D. Miller.

History 271F The Evolution of Christian Thought. The development of Christian doctrines and ideas from the founding of the Church to the Reformation. Readings and class discussions focus on interpreting primary documents. Intended particularly for students with previous historical or theological preparation. D. Miller. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

History 280S Fin de Siecle Europe (1890-1914). Europe in the transition from the nineteenth to the twentieth century. The interplay of sociocultural and intellectual developments will be studied by focusing on individuals such as Freud, Sorel, Weber, Ibsen, and Wilde. E. Barazzone. (Offered 1977-78 and alternate years thereafter.)

History 285F History of the European Lefts, 1815-1914. An historical study of the development of Marxism, socialism and anarchism, and syndicalism in nineteenth century Europe. Major focus will be on the evolution of Marxism in its social and intellectual context. Subjects and figures to be dealt with in addition to Marx include utopian socialism, trade unionism, social democracy, Juares, Bernstein, and Bakunin. Lectures and discussions. E. Barazzone. (Not

offered 1977-78; offered 1978-79 and alternate years thereafter.)

History 299 Independent Study. Faculty.

History 301F Social and Economic Change in Britain, 1688-1850. The seminar will examine the problems of social and economic change in a burgeoning industrial society. Special emphasis will be given to the role of demographic change, the development of entrepreneurial skill, the agricultural revolution, and the social consequences of the first industrial revolution. P. Marcy. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

History 303F The Victorians. The seminar will study some of the major ideas and concepts which helped to shape the Victorian mind as well as investigate the social setting in which these ideas developed. Previous work in English history or literature is recommended, though not absolutely essential. P. Marcy. (Offered 1977-78 and alternate years thereafter.)

History 306S The Image of the American City. Through an examination of novels, political tracts, sociological studies, and writings of settlement house workers, the course will focus on the variety of ways Americans have sought to condemn, accept, or deal with urban problems. Emphasis will be placed on the symbolic role of cities and on ways in which perception of their problems has historically limited available solutions. The course is intended for students who have done advanced work in at least one of the fields relevant to the course. D. Locke. (Offered 1977-78 and alternate years thereafter.)

History 320F Studies in Medieval and Early Modern European History. A seminar dealing with a different topic every other year. Tentative topic for 1978: Arthur of Britain: History and Legend. D. Miller. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

History 324S Up Against the Wall: The Witch Hunt in America. Case studies of incidents in American history during which real or perceived threats evoked organized responses that almost or did contravene accepted guarantees of process and judgment. Case studies may include: Salem witch trials, the Bavarian Illuminati, anti-Masonry and anti-Catholicism, the Haymarket affair and anarchism, immigration restriction, the Red scare, and the McCarthy phenomenon. Written work will include both short pieces and a longer investigation. Open to juniors and seniors with a background in American history, and to others with permission of the instructor. D. Locke. (Offered 1977-78 and alternate years thereafter.)

History 331F Problems in Nineteenth Century America. In the latter half of the nineteenth century, a war for national unity and industrialization spurred profound changes in the contours of Americans' lives. The seminar will examine changes in and among institutions which shaped those lives, including families, literature, government, business, and labor. Written work will consist of several short papers and a research project, either independent or group. Enrollment limited to 15. D. Locke. (Offered 1977-78 and alternate years thereafter.)

History 334S End of American Innocence. An analytic exploration of the period between 1890 and 1914, which one historian calls "the end of American innocence." Broad aims of the course will be to familiarize students with problems of historical materials and historiography relevant to the period. An intensive seminar, designed for students with some background in American history. Enrollment limited to 15. D. Locke. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

History 341S Women in Nineteenth Century Europe. A study of the images and reality of women's roles and social position in the nineteenth century. The course will include major writers such as Mary Wollstonecraft, J.S. Mill, and Friedrich Engels. Topics such as the call for women's rights during the French Revolution, the impact of industrialism on the family, educational reform, and the suffrage movement will be studied. Previous experience in history strongly recommended. E. Barazzone.

History 346S Studies in Church History and Historical Theology. A seminar dealing with a different topic in the history of the Christian Church every year. Discussion of common reading and reports on students' research and reflection. Topic for 1977-78: Dietrich Bonhoeffer and the Church under Hitler; tentative topic for 1978-79: The Theology of C.S. Lewis and the Inklings. Preparation in Biblical studies or historical theology is required. D. Miller.

History 350F Seminar: Modern European Intellectual History. A seminar dealing with a different topic in modern European intellectual history each year. Topic for 1977: Intellectuals and Politics. An examination of conflicts in the minds and lives of politically committed intellectuals about duty and alienation, art and society, loyalty and conscience, as they emerged in modern Europe. Discussion and independent research. Topic for Spring 1979: Social History of Ideas. An examination of recent historical approaches to the issue of the relationship between thought and social context in modern European history. Historians to be studied will include Mannheim, Febvre, Lukacs, and Foucault. Discussion and independent research. Prerequisites: three courses in European history, or experience in cognate fields, and permission of the instructor. Enrollment limited to 15. E. Barazzone.

History 380S Ideas of History. The course, a study in the philosophy of history, will explore the problems of historical understanding, explanation, objectivity, causation, and determinism through examination of some of the major nineteenth and twentieth century philosophers of history. P. Marcy.

History 399 Independent Study. Faculty.

History 499 Independent Study. Faculty.

History 500 Senior Project. Faculty.

Humanities

A concentration in humanities is a student-initiated concentration for which the student and her adviser plan a coherent program integrating two or more disciplines from within the Humanities Division. In order to assure sufficient depth in so broad an undertaking, students and advisers are strongly encouraged to plan a concentration of no less than eleven courses, of which seven should be numbered 200 or above, including a senior project. The student must have an adviser who is a member of the division. If she is uncertain as to which faculty member would be most appropriate given her interests, she should see the chair of the division.

The following are some *sample* humanities concentrations, listed with appropriate adviser or advisers:

British Studies: P. Marcy
Renaissance Studies: R. Lieberman
Women's Studies: E. Barazzone
Area Studies
  German, French: U. Colby
  Russian: P. Rabinowitz

Humanities 101S Philosophical Ideas in Literature. The course is intended to provide a nontechnical introduction to selected philosophical problems for students who do not plan to concentrate in philosophy: the nature of the self, death, and existential ideas of choice and freedom. For freshmen and sophomores except by permission of the instructor. P. Morris.

Humanities 199 Independent Study. Faculty.

Humanities 299 Independent Study. Faculty.

Humanities 320S Jung and Literature: Three Approaches. Extensive reading in the work of Carl Jung will precede study of selected literary texts from various periods. Jungian ideas on archetypes, on alchemy, and on dreams will be explored as three separate systems appropriate for the study of literature. Work will proceed by the comparative method, and such texts as Marlowe's *Dr. Faustus* and Goethe's *Faust* will be read. Prerequisite: two semesters of literature, and one semester of a related field—i.e., anthropology, psychology, or philosophy. This course will count toward a literature concentration. C. Rupprecht. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Humanities 399 Independent Study. Faculty.

Humanities 499 Independent Study. Faculty.

Humanities 500 Senior Project. Faculty.

Languages

A concentration in a foreign language requires at least seven courses above the elementary level and a senior project. A concentration in two or more foreign languages will be regarded as a student-initiated concentration, the requirements for which will be established by the student and her adviser. For specific language courses, see Hamilton course descriptions.

English 101F,S Developmental Expository Prose. A study of the fundamentals of English grammar and usage, and the principles of composition. Students will be asked to do weekly writing assignments of varying lengths and types, to revise papers in accordance with the instructor's comments, and to consult regularly in conference on individual writing difficulties. Credit will be assigned on the basis of improvement over the course of the semester. A. Armstrong.

English 201F,S Expository Prose. Group and individual instruction directed towards the improvement of those writing skills most essential to college work. Wherever possible, assignments will be designed to meet the student's particular needs and interests. Some attention will be given to the handling of source materials. Fall semester: A. Armstrong. Spring semester: W. Hoffa.

Language 101-102, 201-202 Critical Languages. Each language offered in the Critical Languages program is taught as a group independent study in which students work mainly with recorded material and meet twice a week in small groups with a native speaker of the language. At the end of each term the student's progress and achievement are evaluated by an external examiner, usually a professor of that language. With a few exceptions, the languages are offered for a two-year sequence, and the emphasis is on oral proficiency. Languages offered for each year are determined by student interest and by the availability of native speakers, examiners, and suitable material. For the academic year 1977-78 the following are planned: Chinese, Modern Greek, Modern Hebrew, Italian, Japanese, Portuguese, Swedish. Since students are expected to do a greal deal of independent work, they must be highly self-motivated. Permission of the director is required. G. Miller.

Literature

A student may concentrate in literature by taking courses in one or more of the following: English, American, or foreign literature, either in the original language or in translation. The requirement consists of ten courses, including, Senior Seminar in Literature (495), Senior Project (500), Study of Literature: Critical Tools (297), and one course in literature before 1800 (Literature 200 or Literature 211 strongly recommended). The latter requirement applies to concentrators beginning with the class of 1979. Of the ten courses, only two numbered 199 or below may be used to fulfill the concentration, and all concentrators must include two courses numbered K300 or H276 or above in addition to the Senior Seminar in Literature (495) and the Senior Project (500).

The Senior Seminar in Literature is usually taken during the fall semester of the student's senior year. If the student will not be in residence during this time, she may (1) ask the instructor's permission to take the course in absentia or (2) take a comparable course at another institution subject to approval by the literature faculty.

A student concentrating in foreign literature may follow the procedure for the senior year described above, or she may follow whatever procedure is agreed upon between her and her adviser.

Prerequisites for Kirkland students enrolling in Hamilton English courses: Except for H110 and H120, all Hamilton English courses are open to Kirkland students, who should note the following: the prerequisite for H200 (same as K200) is stated in the course description. For all Hamilton courses in English literature over 200, Kirkland students must offer: H200 or K200; or two Kirkland literature courses; or one Kirkland literature course and AP credit in English. For admission to any Hamilton writing course over H120, Kirkland students should consult with the instructor concerned.

Prerequisites for Hamilton students enrolling in Kirkland literature or English courses: All Kirkland literature courses numbered 200 or above and all Kirkland English courses (Expository Prose) are open to Hamilton students. Students should consult the *Notes* below, as well as the descriptions of specific courses, for additional information.

Notes:

1. Literature courses K200-K260 may be appropriate for freshmen, but permission of the instructor is required for these students.
2. Prerequisites for courses in the K300 and K400 range are K211 or K-H 200, plus one additional literature course; or three literature courses; or permission of the instructor.
3. Kirkland literature courses with the designation "J-S" following the course number are intended specifically for juniors and seniors without extensive background in literature. Such students will have priority in admission to these courses.

Note: Carol Rupprecht will be on leave during the academic year 1977-78.

Literature 100 Humanities Tutorial #1: The Development of the Self in Fiction. For course description see tutorials section.

Literature 101F,S Introduction to Poetry. An introduction to the ways in which a poem achieves meaning. Emphasis throughout the semester will be on the thorough and careful reading of particular poems. Attention will also be given to the history of poetic kinds, the forms of poetic devices, and the views of poets on poetry. Fall semester: W. Hoffa. Spring semester: A. Armstrong.

Literature 106F Twentieth Century Fiction. The course offers an introduction to the major concerns and problems of literary analysis through the reading and discussion of selected short stories and novels. Among the writers to be discussed will be Joyce, Lawrence, Forster, Faulkner, Evelyn

Waugh, Iris Murdoch, Elizabeth Bowen, Flannery O'Connor, and Muriel Spark. G. Bahlke. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Literature 111F The American Short Story. A study of the development of the genre of the short story in America from the beginning of the nineteenth century to the present. The course will emphasize not only literary history and the individual achievements of selected authors, but also the aesthetic principles of the art of fiction. Authors read will include Poe, Hawthorne, James, Irving, Melville, Crane, Faulkner, Hemingway, Barth, Coover, and Barthelme. W. Hoffa. (Offered 1977-78 and alternate years thereafter.)

Literature 113F Classical Myths—Contemporary Meanings. The course will emphasize Greek and Roman mythology with specific attention to those myths which have reappeared most noticeably in Western European literature. Some reference to eastern mythologies will be made to stress the mythic perception of experience underlying all early cultural systems. Readings will include *Gilgamesh*, the Bible, Hesoid, Homeric Hymns, Ovid, and others. Open to freshmen and, on a space-available basis, to sophomores. C. Rupprecht. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Literature 114S History in the Drama. In exploring the transformation of history into drama, we will give particular attention to the imposition of dramatic form and meaning upon historical material. The many dramatic uses of history and the relation of dramatic "truth" to historical "fact" will be examined in a wide range of works, including plays by Shakespeare, Shaw, Eliot, and Baraka. The course will also serve as an introduction to the reading and analysis of drama. E. O'Brien.

Literature 115F Introduction to Greek Literature. This course will study works by Homer, Hesiod, Aeschylus, Sophocles, Euripides, and the Lyric poets. Focusing attention on structural and moral principles, this course will analyze each text both as a unique artistic whole and as part of a self-conscious tradition. In order to compensate for the difficulty inherent in reading poetry in translation, students will be asked to consult several different translations. N. Rabinowitz. (Offered 1977-78 and alternate years thereafter.)

Literature 122F The House of Atreus. This course will study dramatic treatments of the myth of the house of Atreus, both classic and modern. Attention will be paid to the various ways in which the traditional story of Electra and Orestes is manipulated to produce a variety of aesthetic and emotional effects, and to support a variety of philosophical viewpoints. Included in the readings will be plays by Aeschylus, Sophocles, Euripides, Hofmannsthal, Sartre, Giraudoux, and O'Neill. N. Rabinowitz. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Literature 123F The Tyranny of the Majority: Freedom and Conformity in European Literature. Alexis de Tocqueville used the phrase "the tyranny of the majority" to refer specifically to a problem in American democracy. But

we find a similar tendency in Europe as well: social groups assert themselves, both politically and morally, and silence those who disagree. This survey of European literature from Stendhal to the present will examine literary characters whose principles differ from the norm, and who are consequently cast out or crushed by society. In studying these individuals, we will pay particular attention both to the various reasons for their isolation and to the ways in which they face it. Simultaneously, the course will introduce the student to the development of prose literature from the traditional realism of the nineteenth century to the technical experiments of contemporary writers. Reading will include works by Stendhal, Flaubert, Tolstoi, Ibsen, Proust, Conrad, Mayakovsky, Nabokov, Ionesco, and Robbe-Grillet. P. Rabinowitz. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Literature 130S Twentieth Century Fiction: British and Continental. An introduction to the critical analysis of literary texts. Readings will include works by Mann, Gide, Woolf, and Conrad. S. Lipmann.

Literature 136S Readings in Twentieth Century Latin American Fiction. An introduction to the works of major contemporary Latin American authors. Particular attention will be given to Jorge Luis Borges; readings will also include *A Hundred Years of Solitude* by Gabriel Garcia Marquez, *The Death of Artemio Cruz* by Carlos Fuentes, and short stories by Julio Cortazar, the author of *Hopscotch* (*Rayuela*). S. Lipmann. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Literature 150S The Literature of Dream and Vision. An introductory course in the critical reading of literary texts, Literature 150 will draw its material from medieval and Renaissance literature and its method from such modern dream theorists as Freud and Jung. First readings will be in the Bible and subsequent readings will include Dante, the *Vision of Piers Plowman*; Chaucer, the *Hypnerotomachia*; and selected works from the fifteenth and sixteenth centuries. No previous knowledge of literature before 1600 is expected or required. C. Rupprecht. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Literature 157F Aspects of Love in English Literature from Chaucer to Congreve. A survey of changing Western conceptions of and attitudes toward love expressed in literature to the end of the seventeenth century. Although each work will be approached as an artistic whole, the course will give special consideration to two problems variously resolved by the writers studied: the conflicting claims of sense and spirit, and the difficulty of reconciling the private experience of love with the values held by the larger, public world. Readings will include works by Ovid, Chaucer, Spenser, Sidney, Shakespeare, Donne, and Congreve. A. Armstrong.

Literature 199 Independent Study. Faculty.

Literature 200F,S Introduction to English Literature. Study and analysis of texts selected from representative authors from the beginnings to 1800.

Emphasis upon Chaucer, Spenser, Shakespeare (the sonnets), Donne, Milton, Swift, and Pope. Essays required. Prerequisite for Kirkland students: two courses of Kirkland literature; or one semester of literature and the recommendation of the instructor in that course; or one semester of expository writing and the recommendation of the instructor; or one AP credit in English. (Same as Hamilton English 200.) Fall semester: W. Hoffa. Spring semester: A. Armstrong.

Literature 201F The American Pastoral. A survey of writing done by poets, novelists, explorers, native Americans, tourists, natural scientists, and visionaries in response to the physical and metaphysical dimensions of the American landscape. Much of this writing assumes the traditional form of the literary pastoral: a debate in the consciousness of the writer between Nature and Civilization—between a "simple" life lived in accordance with the rhythms and laws of a non-man-made world, and a "complex" life which imposes on the natural world the rational order and values of society, science, and art. A wide variety of writings from the fifteenth century to the present will be read, with major emphasis on the works of Jefferson, Lewis and Clark, Thoreau, Emerson, Whitman, Black Elk, Dickinson, Crane, Hemingway, Faulkner, Frost, and Roethke. Representations of the American landscape in painting, photography, and music will also be considered. W. Hoffa.

Literature 204S/J-S Brave New World? Analysis of selected short fiction, plays, and novels by British and Continental writers between the two World Wars. Authors to be studied will be chosen from among the following: Gide, Mann, V. Woolf, Malraux, Huxley, Cocteau, Lawrence, and Brecht. Frequent short papers (2-3 pp.). Open-book essay final. Courses which have *J-S* following the course number are intended specifically for juniors and seniors without extensive background in literature. These students will have priority in admission to courses so designated. U. Colby. (Offered 1977-78 and alternate years thereafter.)

Literature 207S Tragedy. A study of the origins and development of the genre from classical times to the present. Dramas by Aeschylus, Sophocles, Euripides, Seneca, Shakespeare, Racine, Corneille, Ibsen, Pirandello, O'Neill, and Arthur Miller will be read and discussed. Students will be asked to do selected readings in the theory of tragedy. U. Colby. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Literature 211F Introduction to European Literature. Study and analysis of representative works in the western literary tradition before 1700. Readings to include the *Book of Job*, Homer's *Odyssey,* the *Oedipus*, selections from the *Aeneid*, Dante's *Inferno*, Rabelais's *Gargantua* and *Pantagruel* (selections), and Calderon's *Life Is a Dream*. Prerequisite: one semester of literature in any language or one AP credit in English. S. Lipmann.

Literature 214F/215S Modern Drama. An exploration of the possibilities and limitations of drama as a twentieth century genre. Fall: analysis and discussion of selected works by Ibsen, Strindberg, Chekhov, and Pirandello.

Evaluation of such movements as realism, naturalism, and expressionism as expanding or contracting the range of drama and its effectiveness. Spring: major works by Brecht, Sartre, Beckett, Ionesco, and Stoppard. Evaluation of the capacity of these works to deal in depth with the intellectual, spiritual, and political crises of recent decades. Literature 214 may be taken separately by permission of the instructor. U. Colby. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Literature 222S/J-S Literature of the Nineteenth Century American Woman. The literary work as a response to and an expression of the situation of women in nineteenth century America will be explored through a reading of Emily Dickinson, Sarah Orne Jewett, Kate Chopin, Edith Wharton, and others. The study of common themes and problems will be balanced by a consideration of regional, economic, and cultural variables as they relate to individual perceptions and literary modes. The works will also be considered in relation to those of contemporary male writers. Courses which have *J-S* following the course number are intended specifically for juniors and seniors without extensive background in literature. These students will have priority in admission to courses so designated. E. O'Brien. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Literature 227F The Harlem Renaissance. The cultural movement experienced by Afro-Americans in Harlem during the 1920's was labeled the "Harlem Renaissance." Others then, and now, disputed the label and denied the occurrence. The musical, artistic, social, and economic aspects of this rich and controversial topic will be explored, but chief emphasis will be on the prose and poetry of the period. Authors studied will include Countee Cullen, Claude McKay, Langston Hughes, James Weldon Johnson, Wallace Thurman, Zora Neale Hurston, Jean Toomer, Rudolph Fisher, Jessie Fausset, Nella Larsen, Arna Bontemps, and Carl Van Vechten. C. Rupprecht. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Literature 231F/J-S Kafka-Hesse-Mann. Readings to include Kafka's *Metamorphosis, The Penal Colony, Amerika,* and *The Trial*; Hesse's *Demian* and *Steppenwolf*; Mann's *Death in Venice, Tristan, The Magic Mountain*, and selected essays. No papers. Active participation in class expected. Two open-book examinations. Courses which have *J-S* following the course number are intended specifically for juniors and seniors without extensive background in literature. These students will have priority in admission to courses so designated. U. Colby. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Literature 232S American Poetry. A survey of poetry written by the major poets of America from the seventeenth century to the present. The course will explore the development of themes which reflect the American experience and of indigenous aesthetic forms and attitudes which grow out of that reflection. Poets emphasized will include Edward Taylor, Philip Freneau, Walt Whitman, Emily Dickinson, Edwin Arlington Robinson, Robert Frost, Ezra Pound,

Wallace Stevens, e.e. cummings, Theodore Roethke, and Robert Cowell. Prerequisite: Literature 101, 200, or permission of the instructor based on adequate preparation in reading poetry. W. Hoffa. (Offered 1977-78 and alternate years thereafter.)

Literature 233S Three Women Novelists. This course will be an intensive examination of the novels of Jane Austen, George Eliot, and Virginia Woolf. Readings will include representative works of each, some theory of the novel, and some recent attempts at feminist literary criticism. We will consider the treatment of women and society in these novels, but that will not be our exclusive concern; in addition, we will try to understand the works themselves as artistic wholes and their place in the development of the novel. N. Rabinowitz. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Literature 236S Detective Story: Tradition and Experiment. The detective story format has provided many writers, both popular and serious, with a basic structure on which to build. Yet it continually receives new life from writers who manipulate conventional elements to produce new aesthetic effects and to argue a variety of political and philosophical positions. This course will survey a broad range of works, from established detective classics to more avant-garde, post-war experiments with the genre. Included will be readings by Sophocles, Dostoevski, Christie, Faulkner, Hammett, Chandler, Nabokov, Robbe-Grillet, Borges, Butor, and Cortazar. P. Rabinowitz. (Offered 1977-78 and alternate years thereafter.)

Literature 244F American Short Fiction. A study of the development of the genre of the short story in America from the beginning of the nineteenth century to the present. Attention will be given both to the aesthetic principles and possibilities of the form and to the achievement of individual authors. Readings will include independent short stories and at least one cycle of short stories selected from the writings of Poe, Hawthorne, James, Irving, Melville, Crane, Faulkner, Hemingway, Barth, and others. Designed for sophomores and juniors, the course assumes the maturity and preparation of students who have completed at least a year of college study. Not open to students who have taken Literature 111. E. O'Brien.

Literature 245F The American Short Novel. A study of the development of the genre of the short novel in America from the early nineteenth century to the present. The course will emphasize the aesthetic conventions of the short novel in contrast to those of the short story and the novel and also its place in the literary careers of its primary practitioners. Authors studied will include Poe, Melville, James, Crane, Stein, Faulkner, Hemingway, Porter, Aiken, Wright, Steinbeck, Bellow, Hawkes, and Gass. W. Hoffa. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Literature 251F The Hero as Failure. Nineteenth century Russian literature presents a recurring image of a weak male hero unable (intellectually,

emotionally, and sexually) to come to terms with a stronger and more adaptable woman. This course will examine this theme in detail, viewing it both as a reflection of Russian attitudes towards love and as a metaphorical expression of the political frustration faced by enlightened intellectuals in a repressive society. Included will be novels, short stories, plays, and criticism by Pushkin, Lermontov, Belinsky, Gogol, Turgenev, Chernvshevsky, Dostoevski, Chekhov, and others. P. Rabinowitz. (Offered 1977-78 and alternate years thereafter.)

Literature 252S Women in British Fiction. What is the relation between the novel and the changing social position of women? This course will examine the question from two viewpoints: women's roles in the action of individual novels, and the ways in which such a social change forces novelists to develop new forms to accommodate it. Readings will be drawn from Richardson, Austen, Eliot, Hardy, and Woolf. N. Rabinowitz. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Literature 257S American Literature: 1885-1915. A study of representative works in American literature at the turn of the century, the course will include poetry, short fiction, and novels. Some attention will also be given to developments in American history and culture as one source of the conflicting values embodied in the literature. Authors to be studied will include Howells, Twain, James, Wharton, Crane, Norris, and Robinson. E. O'Brien. (Offered 1977-78 and alternate years thereafter.)

Literature 258F American Literature in the 1920's. A survey of selected works written by American authors during the historical period bounded roughly by the end of World War I and the beginning of the Depression, about 1918 to 1929. The course will examine representative achievements in fiction, drama, and poetry, though the primary emphasis will be on short story and the novel. Consideration will be given to the popular culture of the era as well as to the social and intellectual forces which form the background for these works. Authors read will include Faulkner, Anderson, Hemingway, Fitzgerald, Lewis, O'Neill, Wharton, and Dos Passos. W. Hoffa. (Offered 1977-78 and alternate years thereafter.)

Literature 259S American Literature in the 1930's. A survey of writing between the 1929 stock market crash and the bombing of Pearl Harbor in 1941. The course will explore a wide range of novels, plays, essays, and stories. Such authors as Dos Passos, Farrell, Wright, Wolfe, Hemingway, Faulkner, Roth, Steinbeck, and Odets will be read to establish the style, mood, and conscience of the decade. W. Hoffa. (Offered 1977-78 and alternate years thereafter.)

Literature 261F/262S The Nineteenth Century American Novel. The first semester will focus on the romance-novel which dominated the first half of the century. In addition to developing a definition of "romance" and examining its applicability to the American novel, we will consider uses of history; ideas

of frontier, Manifest Destiny, and progress; and concepts of American identity. The second semester will examine the social novel and the rise of realism, with particular attention to the female protagonist, point of view and narrative technique, and the American in an international context. Questions of novelistic structure and technique will be considered in both semesters. Authors to be studied will include Hawthorne, Melville, Twain, Howells, James, Wharton, Crane, and Dreiser. Those who have taken Literature 261 will be given preference in admission to Literature 262. E. O'Brien. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Literature 266F The Eighteenth Century English Novel. A study of the development of the novel from Defoe to Austen. Questions of narrative method, concepts of character, the mock-heroic, and the sentimental will be among major issues. The novels to be considered will include *Moll Flanders, Pamela, Tom Jones, Tristram Shandy,* and *Emma.* E. O'Brien. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Literature 275F/276S Images of Man in European Literature from Dante to Cervantes. This course will examine changing views of man as reflected in the works of major Continental and British authors. Attention will also be given to questions of literary form. During the first semester, readings will be drawn from the late Middle Ages and Early Renaissance, and will include Dante's *Divine Comedy*, selections from Boccaccio's *Decameron,* and writings of the Humanists. The second semester will be devoted to authors of the later Renaissance, among them Montaigne, Spenser, and Shakespeare. The course will conclude with Cervante's *Don Quixote*. Prerequisite: K-H 200 or K211. S. Lipmann. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Literature 281F English Poetry of the Renaissance and the Twentieth Century. This course will begin with a review of the problems involved in the analysis of poetry. Such aspects of poetry as imagery, metaphor, diction, tone of voice, meter, form, and structure will be isolated while their function in individual poems will be explored. The models for this part of the course will be drawn largely from sixteenth and seventeenth century poetry. The major part of the course will involve an exploration of the relationship between the poetry of the English Renaissance and that of the twentieth century, with a focus upon the reappearance in modern poetry of such characteristics as irony, wit, and dramatic and meditative modes. Poems will be drawn primarily from the work of Shakespeare, Donne, Herbert, Marvell, Hopkins, Yeats, Eliot, and Dylan Thomas. Prerequisite: one semester course in poetry, or permission of the instructor. G. Bahlke. (Offered 1977-78 and alternate years thereafter.)

Literature 297F,S The Study of Literature: Critical Tools. The purpose of this course is to help the student develop her interest in literature by surveying the various kinds of questions that can be asked about it. The readings will be drawn in part from basic theoretical formulations in criticism, both classical and modern, in an effort to indicate the range of concerns involved in the

study of literature. Throughout the semester, the criticism will be related to drama, poetry, and fiction. The student should thus learn to read literature with greater sophistication and to develop a critical outlook which is both personal and systematic. This course is required for all literature concentrators, starting with the class of 1978. Concentrators are advised to take it no later than the first semester of their junior year. G. Bahlke.

Literature 299 Independent Study. Faculty.

Literature 303F Modern Poetry. A detailed consideration of three major poets, W.B. Yeats, T.S. Eliot, and W.H. Auden, with particular attention to the way in which their poetry developed and changed, and to their quest for appropriate modes in which to embody their differing responses to their own age. G. Bahlke. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Literature 304S Modern Poetry. A careful consideration of ideas and techniques in selected poems by modern British and American poets from G.M. Hopkins to Ted Hughes. Among the figures to be read will be Lawrence, Thomas, Gunn, Frost, Stevens, cummings, Roethke, Lowell, and Wilbur. (This course does not duplicate the material of the fall semester course in modern poetry and may be taken either as a continuation of the earlier course or separately from it.) G. Bahlke. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Literature 305F Seminar: The Novels of E.M. Forster and D.H. Lawrence. The course will explore the fusion of social and visionary modes in the novels of these authors. Preliminary consideration of the influence of George Meredith's theory and practices of comedy on Forster's "Italian" novels (*Where Angels Fear to Tread, A Room with a View*) will lead to a careful consideration of *Howards End* and Forster's aesthetic theory as expressed in *Aspects of the Novel*. Lawrence's theoretical writing will constitute background for a reading of *Sons and Lovers* and *The Rainbow*. Forster's *Passage to India* and Lawrence's *Women in Love* will be considered at greater length as major examples of the prophetic mode in twentieth century literature. G. Bahlke. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Literature 309F The World as Theater. (Same as Psychology 309F.) For course description see Kenan College Courses.

Literature 310S Studies in European Epic. A reading of three major secondary epics—Virgil's *Aeneid*, Tasso's *Jerusalem Delivered*, and Milton's *Paradise Lost*—prefaced by the *Iliad*. Problems of genre and literary history will be dealt with explicitly. S. Lipmann. (Offered 1977-78 and alternate years thereafter.)

Literature 311F Realism. An exploration of this frequently used concept of criticism in particular relation to the nineteenth century and to a selection of

British and Continental novels often associated with it. Major works by some of the following writers will be read and discussed. Stendhal, Austen, Flaubert, Dickens, George Eliot, Thackeray, Trollope, Turgenev, Tolstoi and Dostoevski. U. Colby. (Offered 1977-78 and alternate years thereafter.)

Literature 321F/322S Shakespeare. A reading of Shakespeare's plays and poetry, in conjunction with a variety of British and Continental works that will provide thematic, generic, and historical contexts. Fall: histories and tragedies. Spring: comedies and romances. Freshmen admitted by permission of the instructor only. S. Lipmann.

Literature 327F/328S Romanticism. An attempt to come to an understanding of romanticism as an esthetic, religious, philosophical, and psychological phenomenon. Continental, British, and American authors will be read. Among these are Rousseau, Blake, the Schlegels, Goethe, Novalis, Tieck, Wordsworth, Coleridge, Byron, Chateaubriand, Poe, and Hawthorne. Students are strongly encouraged to take both semesters; admission to Literature 328 by permission of the instructor only. U. Colby. (Offered 1977-78 and alternate years thereafter.)

Literature 334S The Poetry of D.H. Lawrence and Dylan Thomas. The seminar will involve both careful and extensive reading and discussion of these two poets in an attempt to define an aesthetics directed toward the illumination of salient characteristics of each one's work, and thus the underlying similarities and differences between the two. Prerequisite: one semester course in poetry or permission of the instructor. G. Bahlke. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Literature 338S The Comedy of Terrors. Paradoxically, some of the starkest visions of the human condition are presented in comic terms. This course will examine the techniques by which the apparently contradictory tendencies of humor and terror are fused, as well as the different reasons (psychological and philosophical) for which writers have been attracted to this device. Readings will include works by Shakespeare, Gogol, Dostoevski, Twain, Nathanael West, Nabokov, Ayme, and others. P. Rabinowitz. (Offered 1977-78 and alternate years thereafter.)

Literature 347F/348S The Sense of Place: Regionalism in American Literature. The fictive community, from E.A. Robinson's Tilbury Town to William Faulkner's Yoknapatawpha County, has often served as a vehicle for examinations of America. Through a study of both the best of the "local-color" literature which flourished at the end of the nineteenth century and the literature of place which transcends this category, we will explore such issues as the importance of place and history to the American identity and the embodiment or distortion of American myths and values. Questions of literary form and its relation to regionalism will also be raised in the study of poetry, short fiction, and novels. Readings in the first semester will be primarily from New England and the Midwest, in the second semester from the South and

West. Those who have taken Literature 347 will be given priority in admission to Literature 348. E. O'Brien. (Offered 1977-78 and alternate years thereafter.)

Literature 356F Studies in Russian Realism: Dostoevski and Chekhov. Although these two nineteenth century artists come out of a single tradition, they represent vastly different approaches to literature. Dostoevski's huge, sprawling novels, which border on the fantastic, penetrate the psychological and philosophical extremes of the human condition. Chekhov's intimate, carefully wrought short stories and plays, in contrast, examine more ordinary experiences. By viewing them together, we can better understand both their opposing aesthetic principles and their radically differing philosophical positions. Readings will include at least three of Dostoevski's large novels, at least three of Chekhov's plays, and a large number of shorter works by both writers. P. Rabinowitz. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Literature 399 Independent Study. Faculty.

Literature 400F Herman Melville. A study of the major novels and short fiction from *Typee* to *Billy Budd,* the course is designed for students interested in exploring the full range of Melville's fiction. The works will be treated chronologically in conjunction with basic biographical materials in an effort to bring into focus Melville's ever-changing form of "truth-telling" and its relation to his evolving vision of life. That vision will also be considered in relation to its nineteenth century American context. Readings will include: *Typee, Omoo, Redburn, White-Jacket, Moby-Dick,* "Benito Cereno," "Bartleby," "The Piazza," *The Confidence Man*, and *Billy Budd*. E. O'Brien. (Offered 1977-78 and alternate years thereafter.)

Literature 401S Seminar: James Joyce. A study of the development and shifting emphases of Joyce's art through close reading and discussion of *Dubliners, A Portrait of the Artist as a Young Man*, and *Ulysses.* The greater part of the course will be given to *Ulysses*. G. Bahlke. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Literature 402S Seminar: Virginia Woolf. The purpose of the seminar will be to explore the way in which Virginia Woolf attempted new technical approaches to the problem of representing reality adequately in the form of the novel, and to define simultaneously the major concerns in her writing. The concentration on the work of a single novelist in the seminar should make it possible to pursue the various directions her writing took from *Jacob's Room* to her last novel, *Between the Acts*. G. Bahlke. (Offered 1977-78 and alternate years thereafter.)

Literature 495 Senior Seminar: Tragedy. In the strictest sense, tragedy is a dramatic form, originating with the Greeks, flowering again in the works of Shakespeare and Racine. But in the modern period, certain novels have come to be seen as tragedies, either because the novelists have avowedly tried to recreate the original dramas in fiction, or because critics have talked of the

author's tragic vision. The seminar will analyze some of the traditional tragedies and then see if the concept of tragedy is useful for studying such novels as *Adam Bede, Mill on the Floss, Jude the Obscure, Tess of the D'Urbervilles*, and *The Brothers Karmazov*. N. Rabinowitz. (Fall 1977.) Topic for spring, 1979: Great Themes in Western Literature. C. Rupprecht.

Literature 499 Independent Study. Faculty.

Literature 500 Senior Project. Faculty.

Philosophy

The philosophy concentration is designed to enable the student to gain skill in the use of logical argument and in the use of philosophical methods of clarification, criticism, and organization of discourse; to become acquainted with the most important systems of thought in the history of philosophy; and to gain a balanced understanding of the central problems of metaphysics, ethics, and epistemology through that historical and systematic approach.

A concentration in philosophy consists of nine courses including the senior project. Students concentrating in philosophy must include one semester of logic (Kirkland Philosophy 141 or Hamilton Philosophy 240) and a year course in the history of Western philosophy (Kirkland Philosophy 201/Hamilton Philosophy 201F and Hamilton 203S). Since the latter is a prerequisite for many upper-level courses, it should be taken in the sophomore year. In addition, concentrators will be expected to exhibit advanced knowledge of at least two of the following (both may be, but need not be, chosen from the same category): (a) major philosophical thinkers (e.g., Plato, Hume, Sartre); (b) major philosophical movements (e.g., pragmatism, analytic philosophy, phenomenology, and existentialism); or (c) periods (e.g., medieval, eighteenth century empiricism, seventeenth century continental rationalism). The senior project, a one-semester independent study, should reflect a specific focus of interest within the field of concentration. Note: not more than one of the Kirkland courses numbered Philosophy 140 and below may be counted toward a concentration in philosophy.

Philosophy 110F,S Introduction to Philosophy. An introduction to philosophical problems and methods. Topics to include the evaluation of arguments, the justification of knowledge claims, the existence of other minds, freedom of the will, and the possibility of morality, as well as a current moral issue. Readings will be taken from traditional as well as contemporary philosophers. Students may not receive credit for both Hamilton Philosophy 110 and Kirkland Philosophy 110. Courses divided into two sections: section (01) intended for upper-classmen with no previous philosophy courses; priority to freshmen in (02). E. Potter (01), P. Morris (02).

Philosophy 111F Knowledge and Self-Knowledge. An introductory exploration of the distinctive claims of knowing based upon the appeals to reason, experience, will, and intuition. Discussion of the ways in which self-

knowledge and self-identity are defended in theory and struggled for in practice. Readings include Plato's early *Dialogues,* Hume's *Dialogues Concerning Natural Religion*, Bergson's *Two Sources of Morality and Religion,* Schopenhauer's *World as Will and Idea*, James' *Will to Believe*, and Camus' *Myth of Sisyphus*. Evaluation based on class participation, written assignments, and class presentations. Additional reading suggestions will be made in connection with individual paper interests. C.S. Frazer.

Philosophy 114S Introduction to Existentialism. A study of existentialist works by Kierkegaard, Nietzsche, Sartre, Jaspers, Heidegger, and others. For freshmen and sophomores, except by permission of the instructor. P. Morris. (Not offered 1977-78; offered 1978-79 and alternate years thereafter).

Philosophy 141F,S Critical Reasoning and Contemporary Rhetoric. An introduction to the methods of reasoning and argumentation. The course begins with a study of the common fallacies of argument. It proceeds to critical evaluation of some of the common techniques used in advertisements, newspaper editorials, news reporting, and textbooks. Finally, we shall consider the commonly used patterns of valid arguments and learn how to evaluate longer pieces of written work. Juniors and seniors by permission of the instructor only. Fall semester: P. Morris. Spring semester: R. Werner.

Philosophy 199 Independent Study. Faculty.

Philosophy 200S What is Truth? We will explore both classic and contemporary theories of truth and knowledge. Students are expected to demonstrate an appreciation of the strengths and weaknesses of the positions explored and to use them to develop their own theories of truth and knowledge. Basis for evaluation to be determined by the class. Seniors by permission only. E. Potter. (Offered 1977-78 and alternate years thereafter.)

Philosophy 201F The History of Western Philosophy: Ancient. A study of the philosophical classics of Western civilization from early Greek Times to the fall of Rome. Open to sophomores. (Same as Hamilton 201F.) Hamilton Philosophy Department and R. Werner.

Philosophy 202W The History of Western Philosophy: Medieval and Renaissance. A study of the philosophical classics from Augustine to Francis Bacon. Prerequisite: Kirkland 201F/Hamilton 201F (Same as Hamilton 202W). E. Potter.

Philosophy 209F Philosophy and Feminism. This course deals with issues of current concern to women. Primary emphasis on the evaluation of arguments offered by contemporary thinkers on all sides of these issues. Priority given to upper level students; first-year students welcome as space is available. E. Potter.

Philosophy 219F Introduction to Ethics. An examination of the principal normative ethical theories with an eye toward answering such questions as: "Are moral values absolute, or are they relative?" "Can one ever act

unselfishly?" "What makes right acts right?" "What is the relationship between the good life and the moral life?" and "Why not act amorally?" Readings will include such historical sources as Plato, Aristotle, Butler, Kant, Mill, and Dewey, as well as contemporary writers. Intended primarily for sophomores and upper level students with little or no background in Philosophy. R. Werner.

Philosophy 220S Contemporary Moral Issues. A philosophical investigation of some current controversies about social ethics. Topics to be covered include the problems of world starvation, environmental crises, the legitimacy of war and use of violence, the abortion controversy, changing sex roles in contemporary society, the institution of marriage, and finally, the prospect for human survival in the modern world. It is suggested, but not required, that those enrolling have some prior course in ethical or political philosophy, such as Philosophy K219, K268, H180, or H250. R. Werner. (Offered 1977-78 and alternate years thereafter.)

Philosophy 222S Aesthetics. Clarification of some of the principal contemporary philosophical issues concerning the nature and function of film as a work of art. In the spring of 1978 special consideration will be given to the nature of cinematic space and time; the nature of film symbolism; and realism, unrealism, and surrealism in film. In addition to the regular meetings for discussion of readings, students will be asked to attend, on the average, one or two films each week. (Slight extra expense.) P. Morris.

Philosophy 244S Marxism. An investigation of the philosophical foundations of Marxism. Primary emphasis will be on the development of Marx's thought (up to and including the *Communist Manifesto*) as understood against the philosophical background of Hegel and Feuerbach. We shall also examine more recent writings in the Marxist tradition. R. Werner. (Offered 1977-78 and alternate years thereafter.)

Philosophy 245S Seventeenth Century Philosophy. Consideration of some of the central concerns of the major philosophers of the seventeenth century: Descartes, Locke, and Leibniz. E. Potter (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Philosophy 246S Eighteenth Century Philosophy. We will deal with the major philosophers of this century, Berkeley, Hume, and Kant, tracing through their works the development of two or three ideas such as the role that senses and reason play in knowledge, religious belief, and the grounds of morality. E. Potter. (Offered 1977-78 and alternate years thereafter.)

Philosophy 268S Recent Ethical Theory. An investigation of the principal twentieth century metaethical theories, focusing on the meanings of ethical terms and the justification of ethical judgments. The main concern will be to answer the following questions: "Is a philosophical investigation of ethics at all possible?" "If so, what then must ethical theory be like?" Readings from G.E. Moore, C.L. Stevenson, R.M. Hare, W.K. Frankena, and others.

Prerequisite: two courses in philosophy; or one course in ethical or political philosophy, such as K219, K220, H180, or H250; or permission of the instructor. (Same as Hamilton Philosophy 450.) R. Werner. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Philosophy 278S Socrates and Plato. A study of Plato's early and middle dialogues, with primary emphasis upon methodology and metaphysics, ethics and moral psychology, social and political philosophy. We shall also examine the theories of the Sophists in an attempt to better understand the teachings of Socrates and Plato. R. Werner. (Not offered 1977-78; offered 1978-79 and alternate years.)

Philosophy 288F Heidegger. The primary reading for the course will be *Being and Time*. P. Morris. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Philosophy 299 Independent Study. Faculty.

Philosophy 320F Pragmatism. An intensive investigation of the major American pragmatists—C.S. Peirce, William James, John Dewey, and C.I. Lewis. The emphasis will be on pragmatism as a developing movement rather than on the isolated philosophers. We shall deal with such issues as epistemology, metaphysics, and theory of value. Readings will also include works which influenced the pragmatic movement, as well as the writings of recent descendants of pragmatism. Prerequisite: two courses in philosophy or permission of the instructor. R. Werner. (Offered 1977-78 and alternate years thereafter.)

Philosophy 329F Phenomenology and Existentialism. A study of one of the two major branches of twentieth century philosophy. Topics will include the phenomenological method, the problem of other minds, structures of human consciousness, concepts of being, emotion, choice, and action. Major figures to be covered will include Husserl, Heidegger, Jaspers, Sartre, and Merleau-Ponty. Prerequisite: background in rationalism and/or empiricism. P. Morris.

Philosophy 334S Sartre. A seminar for the student who wishes to understand the more difficult of Sartre's existentialist writings. The course will concentrate primarily on *Being and Nothingness*; one or more of his brief early works will also be discussed. Prerequisite: one year of the History of Western Philosophy (Kirkland 201F/Hamilton 201F and Hamilton 203S) or permission of the instructor. P. Morris. (Offered 1977-78 and alternate years thereafter.)

Philosophy 339F Hume Seminar. Reading and discussion of Hume's major philosophical works and selections from his history and essays in order to explore the relationship between Hume's skepticism and his substantive knowledge claims. Seminar format would include both written and oral presentation by each student. Prerequisite: one year of the History of Western Philosophy (Kirkland 201F/Hamilton 201F and Hamilton 203S) or permission of the instructor. C. Frazer. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Philosophy 342S Kant: "What Can I Know?" A critical discussion of Immanuel Kant's theory of knowledge. The primary reading for the course will be *The Critique of Pure Reason* and recent commentaries. Basis for evaluation to be decided by the class. Prerequisite: two philosophy courses or permission of the instructor. E. Potter. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Philosophy 399 Independent Study. Faculty.

Philosophy 401F Seminar: Selected Topics in Philosophy. A seminar designed primarily for senior and junior concentrators in philosophy. It is expected that philosophy concentrators will take this seminar at least once during their undergraduate career. The instructor and seminor topic will change from year to year. Topics for the first seminar will be chosen from among the following and will be determined by teacher and student interest: (1) *Praxis,* Value and Inquiry: An investigation of the methodologies of Marxism and pragmatism, as seen against more traditional approaches. The main questions to be investigated are: 'Can there be a value-free inquiry?' and, 'If not, what role should *praxis* and value play in inquiry?' (2) Plato and Aristotle: An investigation of their philosophies and interdependence. (3) An intensive investigation of three philosophical classics. Open to seniors and juniors at Kirkland and Hamilton who have had four previous semesters of philosophy (or other appropriate courses such as History 285, 350), or by permission of the instructor. R. Werner.

Philosophy 499 Independent Study. Faculty.

Philosophy 500 Senior Project. Faculty.

Sciences Division

Concentration Requirements: *Students may concentrate in the following subject areas: the life sciences, chemistry, geology, history of science, mathematics, or physics. A variety of specializations are available in the life sciences, including biology, zoology, and botany. A concentrator in mathematics may emphasize computer science, pure mathematics, statistics, or any of several other areas in mathematics. Students may combine two or more disciplines to concentrate in an interdisciplinary program in the sciences. It is the policy of the Sciences Division to welcome student-initiated interdisciplinary concentrations.*

A concentration in the Sciences Division shall consist of:

1. A minimum of eight semester courses in the field of concentration.

2. The senior project (Science 500). The senior project in the Sciences Division, normally initiated in the fall of the senior year, serves as a focus and culmination of the student's major program. The Sciences Division encourages senior projects consisting of original laboratory research or field work. The project will involve a research paper or a laboratory report in addition to an oral presentation of the material.

A student concentrating in the Life Sciences is not required to pursue a senior project.

The division may assign priority for enrollment in accordance with the rationale for course levels as indicated in the description of Kirkland's general numbering pattern.

History of Science

History of Science 100 Sciences Tutorial: Technology, Society, and Progress. For course description see tutorials section.

History of Science 101F Mind and Matter. Is the organic world best described by the physio-chemical properties of matter? Or does its order, its uniqueness, its mystery, suggest the need for additional concepts? These questions underlie the constant tension between mechanic and vitalistic theories in biology. This course will examine the origin of vitalistic and mechanistic explanations in biology and their expression in seventeenth century physiology, eighteenth century embryology, nineteenth century evolutionary theory, and twentieth century molecular biology. Evaluations based on knowledge of assigned reading, a series of short essays, and classroom discussion. R. Rinard. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

History of Science 104S The Legacy of Atlantis: Science and Myth in Popular Culture. Plato first recounted the legend of Atlantis in the fourth century B.C. Since that time, this story of a lost civilization has become the vehicle for many controversial speculations. Ignatius Donnelly, Immanuel Velikovsky, and others have mounted elaborate arguments to demonstrate their theories, and Hans Hoerbiger developed a theory that was incorporated into the racist "science" of Nazi Germany. In this course, students will analyze versions of the Atlantis story and related claims, comparing the theories with available scientific data in an effort to assess the plausibility and implications of each theory. Evaluation based on two short papers, one examination given in class, and contributions to discussion. Enrollment limited to 20. Priority to freshmen, sophomores. N. George.

History of Science 123F Scientific Revolution. Modern science began a revolutionary change in the understanding of the natural world in the seventeenth century. This course will investigate the rise of a mechanical world view and will explore the cultural consequences. Attention will be given to the works of Copernicus, Kepler, Bacon, Galileo, and Newton. Evaluation based on written essays, class discussion, and knowledge of assigned reading. R. Rinard.

History of Science 127F Ancient Science I. Science arose from a remarkable combination of religion, magic, and philosophy. In this course, we trace the origins of human concern for explanation and control of the environment, using comparative methods. A study of modern attempts to explain the

enigmas of Stonehenge and the Egyptian Pyramids introduces problems of scientific method; inquiry into early ways of conceptualizing the heavens and the nature of matter will display differences between ancient and modern thought. Where possible, some ancient Chinese attitudes will be compared with the beginnings of Western natural philosophy. Evaluation based on two critical papers, one examination given in class, and contributions to discussion. Enrollment limited to 30. Priority to freshmen, sophomores. N. George.

History of Science 128S Ancient Science II. Early biology and medicine, with emphasis on ancient Greek thought. The theories of Hippocrates, Plato, Aristotle, and Galen will be discussed in detail, with readings in original (translated) documents. Ancient Science I is not a prerequisite; biology background will be helpful, but is not required. N. George. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

History of Science 199 Independent Study. Faculty.

History of Science 222S. Occult and Pseudosciences. A survey of witchcraft, physiognomy, phrenology, and animal magnetism, continuing into the eclectic period of "psychic science" in the late nineteenth and early twentieth centuries. Contemporary investigations of ESP and related issues will also be considered. Emphasis on the elements of "legitimate" science utilized by occultist or pseudoscientific movements, and on the social and intellectual impact of such movements. Evaluation based on two take-home examinations and one examination given in class. Each student has the option, with the instructor's approval, of writing one paper on a topic of personal choice to substitute for one of the take -homes. Enrollment limited to 30. Priority to sophomores, juniors; seniors by permission of the instructor. Not open to freshmen. N. George.

History of Science 230W Freud, Lorenz, and Vienna. Sigmund Freud and Konrad Lorenz both developed significant theories of behavior in the early part of the twentieth century. Both men lived and worked in Vienna and their theories reveal some similarities in conception. Yet the theories, the men, and the subsequent history of their theories also show significant divergence. In this course we will be concerned with the role of conceptual models in science. What does early twentieth century Vienna contribute to these models? How does the social background of the two theorists differ and what influence does this have on their respective models of behavior? R. Rinard.

History of Science 299 Independent Study. Faculty.

History of Science 301F Alchemy and Early Chemistry. A broad-based introductory seminar, designed for mature students with a strong interest in some aspect of the alchemical or early chemical tradition. Alchemy will be considered both as a protochemical endeavor and as a unique development in mystical philosophy. Students will analyze typical documents and attempt to define the alchemical enterprise in historical perspective. Representative topics

include: chemical technology and alchemy; Geber, Petrus Bonus, and early chemistry; the Hellenistic mysteries (*Turba Philosophorum,* Zosimos, the *Emerald Table*); Rosicrucianism and the *Chymische Hochzeit*; Paracelsus, Basil Valentine, and others. Evaluation based on seminar reports, contributions to discussion, and one or more critical/interpretative papers. Enrollment limited to 15. Priority to seniors and juniors with history of science or chemistry background, but other mature students, especially those with interest in the humanistic aspects of alchemy, are encouraged to seek admission. Sophomores admitted only by permission of the instructor. N. George.

History of Science 313F The Warfare of Science and Religion. "When we consider what religion is for mankind and what science is, it is no exaggeration to say that the future course of history depends upon the decision of this generation as to the relations between them." (Alfred North Whitehead)

To aid in such a decision, this course will examine the historical encounters between modern science and religion, including such topics as: Newton and natural theology, Darwin and the fundamentalists, and the place of faith in a technological society. Lecture and discussion, with evaluation based on knowledge of material as shown by written work and class participation. Not open to freshmen. R. Rinard.

History of Science 314S The Darwinian Revolution. An examination of the history of evolutionary concepts. Topics to be covered include Darwin, the man and his work, pre-Darwinian evolutionary concepts of Lamarck and others, and the cultural impact of the *Origin of Species* and post-Darwinian debates about the mechanism of evolution. Evaluations will be based on class discussions, knowledge of assigned reading, and a research paper. R. Rinard.

History of Science 316S Seminar in Seventeenth Century Science: Newtonian Science. An in-depth continuation of topics in the Scientific Revolution. R. Rinard. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

History of Science 399 Independent Study. Faculty.

History of Science 499 Independent Study. Faculty.

History of Science 500 Senior Project. Faculty.

Mathematics

Mathematics 199 Independent Study. Faculty.

Mathematics 240 Introduction to Computing. An introduction to computing and problem solving. Applications are chosen from the social sciences, the humanities, and business data processing. A major project is required. Credit will not be given for both Mathematics 240 and Hamilton Mathematics 241. No prerequisite. Not open to freshmen. R. Ellison.

Mathematics 242F,S Advanced Techniques in Programming. Structured programming using PL/I. Use of system utilities, storage devices, and

language processors. Topics in machine design, data Mathematics 240 or Hamilton Mathematics 241. R. Ellison.

Mathematics 299 Independent Study. Faculty.

Mathematics 341F Systems Design. An introduction to the problems associated with large software systems. The emphasis is on design techniques which will encourage system growth and reliability. The choice of data structures, file organization, and program modules will also be studied. Several program languages will be used. Prerequisite: Mathematics 242. R. Ellison. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Mathematics 342S Algorithms and Data Structures. Introduction to data structures such as queues, trees, and lists. Additional topics on analysis of algorithms and programming. Techniques include computational complexity, recursion, and dynamic programming. Prerequisite: Mathematics 242 or permission of the instructor. R. Ellison.

Mathematics 440F Seminar. Selected topics such as information theory, formal languages, and operating systems. May include a major class project such as design and implementation of a compiler. Prerequisite: Mathematics 342 or permission of the instructor. R. Ellison.

Mathematics 499 Independent Study. Faculty.

Mathematics 500 Senior Project. Faculty.

Social Sciences Division

The Social Sciences Division provides special work in the major disciplines of the social sciences, as well as more general courses with an interdisciplinary content and orientation.

Concentration Requirements. *Students may concentrate in any one of the subject disciplines in the division (anthropology, government, psychology, sociology) or a combination of disciplines (a divisional concentration) arranged in consultation with the divisional chair and the student's adviser. Under certain circumstances, a concentration may be planned which includes fields from other divisions, in which case a second faculty adviser will be selected with the approval of the chair of the other division. A concentration in the Social Sciences Division consists of eight semester courses in the field of concentration, including an independent senior project. The particular courses taken to satisfy concentration requirements will be chosen by the student with the approval of her adviser or advisers. In each case, the complete program will be designed to meet the needs, interests, and objectives of the individual student.*

Unless otherwise indicated, evaluation of student performance in all social science courses will be based primarily on the quality of participation in class discussion and of written work or other projects of a theorectical or research

nature. Instructors reserve the right, however, to schedule in-class examinations or quizzes whenever these appear desirable.

The division may assign priority for enrollment in accordance with the rationale for course levels as indicated in the description of Kirkland's general numbering pattern.

Anthropology

A concentration in anthropology consists of eight courses in anthropology, including Anthropology 111, 113 (or Hamilton 113), Hamilton 350, 490 (or Hamilton 490), and the senior project. Additionally, concentrators must take either: (1) two years of a foreign language or demonstrate equivalent command of such a language, or (2) two courses related to the methodology of social sciences.

Anthropology 111F,S Introduction to Physical Anthropology. An introduction to the subject matter of physical anthropology—evolutionary theory, human evolution, human biology, and primate studies. Taking evolutionary theory as the backbone of modern physical anthropology, class discussion presents essential aspects of neo-Darwinian evolution and then focuses upon human biological and cultural evolution. Open enrollment in the fall. Enrollment limited to 20 in the spring, with priority to freshmen and sophomores. Evaluation will be based on a take-home midterm, an oral final, and participation in class discussions. R. Kautz.

Anthropology 113F,S Introduction to Cultural Anthropology. An introduction to the comparative study of cultural behavior and its relation to political, religious, and social institutions across cultures. A portion of the course will be devoted to the development of anthropological method and theory. (Equivalent to Hamilton Anthropology 113.) Faculty.

Anthropology 199 Independent Study. Faculty.

Anthropology 221F Traditional Chinese Culture and Society. A survey of the social, economic, political, and religious institutions of the Han Chinese, emphasizing those factors responsible for the continuity of tradional Chinese society through time. Prerequisite: an introductory course in anthropology or permission of the instructor. D. Raybeck. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Anthropology 224S Ethnology of Island Southeast Asia. A study of peoples and cultures of island Southeast Asia with an emphasis on syncretic traditions in the area. The course will concentrate primarily on the cultures and societies of Malaysia, Indonesia, and the Philippines. Prerequisite: Anthropology 113 or permission of the instructor. Evaluation will be based on class participation, a class presentation, and two take-home exams. Open enrollment. D. Raybeck. (Not offered 1977-78.)

Anthropology 255F Ethnology of Africa. Traditional and modern African experiences will be surveyed. Major culture areas and ethnographic problems in the study of Africa will be discussed. In addition, each student will pursue topical and area specialties in the preparation of a research paper. Prerequisite: an introductory course in cultural anthropology or permission of the instructor. M. Teitelbaum.

Anthropology 299 Independent Study. Faculty.

Anthropology 322F Paleoecological Techniques for the Archaeologist. A seminar dealing with techniques of ecofact manipulation commonly employed by modern scientific archaeologists. The course will cover population estimation, the analysis of osteological, malacological, and botanical evidence as well as field techniques of sampling, dating, flotation, and type collection preparation. Class requirements will include a fairly substantial number of readings as well as in-class presentations and lab demonstrations. Prerequisite: permission of the instructor. R. Kautz.

Anthropology 332S Social Interaction. The emphasis of this course is on the subtle social structuring that underlies social interaction. The relevance of kinesics and proxemics to the study of covert aspects of social behavior is stressed, and students will be expected to develop observational skills in these areas. Labs and exercises are employed to facilitate this development. Two contrasting analytical models are presented, and students will be asked to evaluate the utility of these in the analysis of behavior patterns. Evaluation will be based upon class participation, a short paper, exercises, and a research project in which the student will be expected to apply concepts and methods learned in the course. Prerequisite: permission of the instructor. D. Raybeck. (Not offered 1977-78.)

Anthropology 333F Psychological Anthropology. The emphasis of the course is on psychological problems in a cross-cultural context. The role of psychological processes in the formation, maintenance, and change of social and cultural systems is analyzed, and relevant theoretical concerns are addressed. Topics to be considered include the relationship between personality and culture, the varying ways in which culture and language influence social and environmental perceptions, and the nature-nurture argument. Evaluation will be based on two take-home exams and an arduous and demanding research paper. Prerequisites: Anthropology 113, a psychology course, and junior/senior standing, or permission of the instructor. D. Raybeck. (Not offered 1977-78; next offered 1978-79.)

Anthropology 334S Method and Theory in Archaeology. An examination of modern methodological and theoretical approaches and problems in American archaeology. A wide range of topics will be discussed, from dating methods and the value of faunal analysis, through traditional problems of typology, to more recently perceived problems of societal reconstruction. The class will be conducted as a seminar with students reading and reporting on selected topics.

Prerequisite: Anthropology 111, 113 and permission of the instructor. R. Kautz.

Anthropology 341F North American Indians. An introduction to the cultures of the North American Indian. Included will be a brief review of the historical evolution of North American Indian cultures from their entry into this continent. Emphasis will be placed upon the cultures of the American natives as they were when and immediately before Europeans began to colonize the continent, and upon past and present relationships between the Indian and the white man. The course is designed to give the student knowledge of the diversity of Indian cultures in North America, a detailed knowledge of some of these groups, and a basis for understanding current problems involving the Indian. Prerequisite: Anthropology 113 or Hamilton 350, or permission of the instructor. R. Kautz. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Anthropology 342S North American Prehistory. An examination of the history of the American Indian north of the Rio Grande from the entry of man into the New World to the arrival of the colonizing Europeans. The integrating concept of the course will be the "developmental stage," emphasizing the processural aspects of causal notions of changing cultures and environments. Prerequisite: Anthropology 111 and 113 or permission of the instructor. Anthropology 341 is recommended but not required. R. Kautz. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Anthropology 362F Cognitive Anthropology. Theoretical and methodological issues in the study of culture and cognition will be explored. Major sections of the course will deal with a survey of approaches to the study of cognitive schema, with particular linguistic approaches, and with decision models of social structure. A number of methodological exercises in data collection and analysis will be assigned. Prerequisite: an introductory course in either cultural anthropology or psychology. M. Teitelbaum.

Anthropology 366S Ecological Anthropology. The cross-cultural examination of man's place in the ecosystem. Human ecology (biological and sociological), cultural ecology, cybernetics, and theories of general and specific cultural evolution. Integrative ecological models of subsistence systems, technology, population, human conflict, social structure, and ideology. Archaeological, historical, and ethnographic methods of analysis. Prerequisite: Anthropology 113 and Hamilton Anthropology 350. R. Kautz and G. Jones. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Anthropology 399 Independent Study. Faculty.

Anthropology 490F Theory in Anthropology. An analysis of various conceptual approaches to anthropological method and theory. Prerequisite: Anthropology 113 and Hamilton Anthropology 350 (Equivalent to Hamilton Anthropology 490.) Faculty.

Anthropology 499 Independent Study. Faculty.

Anthropology 500 Senior Project. Faculty.

Education

The elementary education program at Kirkland is being phased out. Courses listed below are for current concentrators and will not be available for entering freshmen. Students interested in preparing for a career in elementary education are advised to consult their adviser and/or the division chair in developing a concentration that would culminate in postgraduate work and full New York State certification. One recommended concentration is psychology, particularly the developmental field as represented by Psychology 211 and Psychology 324.

Education 302F Teaching the Language Arts in Elementary School. Skills, concepts, and methods for teaching the language arts in the elementary school. The field is broadly defined in this course, and requires development of materials in each subarea, plus lesson plans, unit development, and fieldwork with elementary school children.

Education 401F,S Senior Seminar in Elementary School Teaching. Analysis and critique of teaching processes, and of problems encountered by students in their practice teaching program. Advanced techniques and materials for aspects of the curriculum other than reading. Record keeping, planning, assessment, and evaluatory strategies and techniques. Permission of the instructor required. Faculty.

Education 403F,S Senior Seminar—Diagnostic and Prescriptive Teaching of Reading. This course develops the prospective teacher's ability to view each child's reading skill in terms of a diagnostic-prescriptive teaching model. Application of in-class diagnosis of children's reading ability is transferred to skills utilized during student teaching. Prescription of appropriate teaching technique and materials is attempted by the student teacher with reference to children's problems. Faculty.

Education 435F,S Practice Teaching. Supervised teaching in the elementary schools, taken concurrently with Education 401 and 403. Students electing this professional semester option must plan to devote full time to it, and may not elect other courses during this semester. Permission of the instructor required. Counts as *two course credits.* Faculty.

Education 500 Senior Project. Faculty.

Government

A concentration in government consists of eight courses in government, including no more than two at the introductory level, Government 229, and the

senior project. In addition, Government 230 is recommended, as are courses in other social science disciplines.

Government 100 Social Sciences Tutorial # 1: Political Power in the United States. For course description see tutorials section.

Government 112S Comparative Politics. An introduction to the study of foreign political systems. The objective of the course is (1) to achieve a more realistic understanding of how foreign governments and politics function, and (2) to study the problem of analyzing similarities and differences among governments in other parts of the world. The content of the course will therefore include material on selected Western and non-Western political systems and an examination of such basic concepts as: political culture, political groups and parties, political elites, political participation, bureaucracy, policy-making, and political development and change. In addition to the assigned reading, members of the class will be asked to work on topics to be selected in conference with the instructor. (Equivelent to Hamilton Government 112.) Open enrollment. J. Ross.

Government 116F American Political Process. An examination of public decision-making processes in the United States. The roles of political parties, interest groups, individual citizens, the Congress, the presidency, the courts, and bureaucracies will be given special attention. (Equivalent to Hamilton Government 116.) Open enrollment. J. Bacheller.

Government 199 Independent Study. Faculty.

Government 213F Politics in the Soviet Union. A systematic analysis of the Soviet political system, concentrating on the themes of persistence and change over time. Among the topics studied will be intra-elite interaction, the role of the dissenting minorities and intelligentsia, central management of a complex society, and alternating patterns of social control. J. Ross.

Government 214S Politics in Western Europe. A comparative study of government and politics within Western Europe, concentrating on the smaller as well as the larger European systems. Among the topics studied will be the role of political culture, cleavage and consensus, governmental stability and instability, bureaucratic responsibility, and the emergence of a European community in the 1970s. J. Ross.

Government 215 Politics in Latin America. A survey of the major political forces within Latin American societies, concentrating on the theme of development within traditional parameters. Among the topics considered will be class cleavage and political instability, the roles of the Church and the military, political culture and ideology, the impact of external powers upon domestic politics, and the implications of varying modes of development. J. Ross. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Government 222S Interest Groups in American Society. Economic organizations such as businesses, trade associations, labor unions, agricultural

groups, and professional associations have played an important role in influencing the public policy-making process. Ideological and other noneconomically based orgaizations have also sought influence over policy decisions. In this course, theoretical models and empirical descriptions of the impact of these groups on the policy making process are considered. In addition, characteristics of interest groups as organizations and the nature of their interactions with other political actors are discussed. Prerequisite: Government 116. J. Bacheller.

Government 223S Political Parties. An examination of the ways in which political parties link the public and authoritative decision makers in different political systems. The consequences of variations in member goal orientations, organizational structure, and political environment will be given particular attention. The course will emphasize American political parties. Prerequisite: Government 112 or 116 or permission of the instructor. J. Bacheller. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Government 228F,S The Legislative Process. An examination of Congress as a representational body, policy maker, educational forum, and oversight agency. Consideration of the relationships between Congress and the executive, interest groups, the political parties, and the public. Prerequisite: Government 116 or permission of the instructor. J. Bacheller.

Government 229F Introduction to the Scope and Methods of Political Science. Introduction to the philosophical, theoretical, and methodological concerns of modern political science. Required of all concentrators by the end of their junior year. Prerequisite: two semester courses in government. J. Ross.

Government 230S Political Research. An introduction to quantitative methods of political and social research. Special attention will be given to problems of formulating hypotheses, quantifying data, and computer analysis. A major portion of the course will be devoted to applied statistics. Prerequisite: one semester course in government or permission of the instructor. J. Bacheller. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Government 299 Independent Study. Faculty.

Government 313 F Ideology and the Political System. A comparative study of the role of ideology within the political system. Different ideological forms will be studied within the contexts of both developed and developing authoritarian and pluralistic political systems. The content of several ideologies will be examined in relationship to their functions within different types of polities. J. Ross.

Government 316S Revolution and Political Change. A comparative analysis of revolution as an agent of sociopolitical change. Attention will be paid to the sources and processes of revolutions and revolutionary movements. Both general theories of revolution and selected case studies of successful and

unsuccessful revolutions will be presented and interrelated. J. Ross. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Government 319F American State Politics. This course is designed to acquaint students with some of the distinctive aspects of politics at the state level. Topics discussed will include political parties, citizen participation, regionalism and state political culture, and policy formation and characteristics of state legislatures, executives, and judiciaries. Prerequisite: Government 116. J. Bacheller. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Government 321F Public Opinion. An examination of how Americans form political opinions and the ways in which they act upon them. Voting behavior will be studied along with other models of the ways in which public opinion is transmitted to policy makers. Prerequisite: Government 116. J. Bacheller. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Government 340S Comparative Ethnic Politics. An examination of the role played by ethnicity in the politics of culturally and developmentally plural societies. Analysis will center on the interaction of perceived collective identity, political strategies, and political institutions. Specific cases will be drawn from developed and less developed, authoritarian, and polyarchic political systems. Among the topics treated are the emergence and mobilization of ethnic consciousness; cultural ethnicity and political nationalism; the behavior of nonstate nations in the international arena; and the relative utilities of such reactive strategies as cooptation, repression, and assimilation. Prerequisite: any two courses in government. J. Ross.

Government 399 Independent Study. Faculty.

Government 499 Independent Study. Faculty.

Government 500 Senior Project. Faculty.

Psychology

A concentration in psychology consists of eight courses: two courses at the introductory level (Psychology 110 and Hamilton Psychology 100); a basic methodology course (Hamilton Psychology 200); a statistics course (Hamilton Psychology 210); three advanced courses of which one must be an advanced methods course; and the senior project.

Psychology 110F,S Introduction to Psychology: Behavior of the Individual. The psychological study of the individual in society. Topics include: developmental psychology, personality, social psychology, and abnormal psychology. Two lectures and one discussion section per week. Open enrollment. Faculty.

Psychology 199 Independent Study. Faculty.

Psychology 211S Child Development. A survey of developmental theories and research, emphasizing the period from birth to adolescence. Topics include: motor, perceptual, and social development in infancy; language acquisition; cognitive change in the preschool and early school years; moral development; and sex role development. Projects involve observation of children in a preschool setting. Prerequisite: one introductory course in psychology. D. Collins.

Psychology 212F Theories of Personality. An examination of psychoanalytic and behavioral approaches to personality. The course focuses on the formualtions, research-support, and applications of these theoretical orientations, with an emphasis on the work of Freud, Jung, Adler, Erikson, Sullivan, Watson, Pavlov, Skinner, and Bandura. Prerequisite: one introductory course in psychology. D. Begelman.

Psychology 213S Humanistic Psychology. Humanistic psychology is an empirical but decidedly person-centered approach to understanding human behavior and the nature of man. Man, according to the humanistic psychologist, should be studied more in life situations than in laboratory settings. The subject matter is, therefore, human experience and what it means. This course is primarily a discussion-oriented study of some of the literature and research representing this approach. Prerequisite: one introductory course in psychology. D. Muilenberg.

Psychology 214S Social Psychology. The study of the individual in a social context. Emphasis is placed on conceptual issues as manifest in the treatment by social psychology of such topics as: adjustment, aggression, attraction, creativity, humor, intra- and inter-personal perception, prejudice, and group processes. Prerequisite: one introductory course in psychology. C. Peterson.

Psychology 215F Biosocial Psychology. An examination of people's behavior from a biological perspective. Representative topics include: human evolution, the biological bases of sex differences and language, and genetic contributions to personality traits and cognitive abilities. Prerequisite: one introductory course in psychology or biology. Faculty.

Psychology 216F Psychology and Sex Differences. An examination of behavioral differences between males and females. Emphasis is placed upon explanations of sex differences from biological, psychological, sociological, and cultural perspectives. Other topics considered are sexism in the United States and other nations, and the concept of androgyny. Prerequisite: one introductory course in psychology. D. Collins.

Psychology 217S Comparative Psychology/Ethology. This course examines the behavior of a variety of animal species, with particular attention to the interplay of genetic and environmental determinants. Prerequisite: one introductory course in psychology or biology. Faculty.

Psychology 218F Cognitive Social-Personality Psychology. A survey of approaches to the study of thought by social and personality psychologists.

Particular emphases are placed on cognitive style, social judgment, and causal attribution. Students are required to write a series of brief papers calling for application of the course material. Prerequisite: one introductory course in psychology. C. Peterson.

Psychology 222S Psychology of Humor. A survey of psychological theories of humor, with emphases on relating these theories to other topics within psychology and judging their adequacy as explanations of humor in everyday life. Students are required to write a series of brief papers. Prerequisite: one introductory course in psychology. C. Peterson. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Psychology 299 Independent Study. Faculty.

Psychology 309F The World as Theater. (Same as Literature 309F.) For course description see Kenan College Courses.

Psychology 322S Cognitive Development. A consideration of theories and research concerned with changes that occur in the child's thought processes. Special attention is given to the theory of Piaget, and observations are conducted of children performing Piagetian cognitive tasks. Prerequisite: two courses in psychology. D. Collins.

Psychology 324S Methods of Child Development. An introduction to research methods appropriate to the study of child development. Students are expected to review the literature and conduct a research project in an area of their own interest. Lecture and laboratory. Prerequisite: Psychology 211 or 322, Hamilton Psychology 200, and Hamilton Psychology 210. D. Collins.

Psychology 334F Abnormal Psychology. An exploration of empirical and conceptual problems arising over the treatment, classification, and explanation of behavior disorders. Emphasis is on a critical rather than a descriptive approach to psychopathology. Prerequisite: two courses in psychology. D. Begelman.

Psychology 336S Systems of Psychotherapy. An examination of more recent therapeutic or consciousness-raising approaches to the existential predicament, including autonomous psychotherapy, radical psychotherapy, integrity therapy, existential psychotherapy, reality therapy, transactional analysis, rational-emotive therapy, and others. Representative writings of Szasz, Reich, Agel, Mowrer, May, Laing, Glasser, Berne, Haley, Kaiser, Ellis, Erhard, and Hubbard are considered. Prerequisite: two courses in psychology. D. Begelman.

Psychology 337F Methods of Social-Personality Psychology. Research methods of social-personality psychology are surveyed. Additionally, attention is devoted to the methodological implications of the so-called crisis in contemporary social psychology. Students are required to write brief papers and to conduct an independent research project. Lecture and laboratory. Prerequisite: a sophomore level psychology course, Hamilton Psychology 200, and Hamilton Psychology 210. C. Peterson.

Psychology 338S Methods of Behavioral Genetics. Research approaches in the study of the biological contributions to behavior are surveyed. Lecture and laboratory. Prerequisite: Psychology 215, Hamilton Psychology 200, and Hamilton Psychology 210. Faculty.

Psychology 341S Concepts in the History of Psychology. A critical examination of concepts that have played a key historical role in the development of psychology as a science. Discussions will center around the writings of both behavioral scientists and philosophers who have contributed significantly to the clarification of these concepts. Prerequisite: two courses in psychology. D. Begelman. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Psychology 391S Behavior Therapy. Introduction to the theory and practice of experimental support for the use of specialized techniques in the treatment of behavior disorders. Discussion and demonstration of current clinical methods inspired by the work of Pavlov, Skinner, Hull, Mowrer, Guthrie, Wolpe, Lazarus, Cautela, and their students. Three hours of lecture and three hours of laboratory to be arranged. Priority to psychology concentrators. Prerequisite: Psychology 334, Hamilton Psychology 200, junior or senior standing, *and* permission of the instructor. D. Begelman.

Psychology 399 Independent Study. Faculty.

Psychology 499 Independent Study. Faculty.

Psychology 500 Senior Project. Faculty.

Sociology

A concentration in sociology consists of an introductory course (Sociology 101), six additional courses, including Sociology 301 and 302, and the senior project. Statistics is recommended for students thinking about graduate study in social sciences.

Sociology 100 Social Science Tutorial #2: Role Transitions. For course description see tutorials section.

Sociology 101F,S Introductory Sociology. Examines the sociological perspectives on human behavior. Classic and contemporary sociological concepts which further an understanding of the structure, process, stability, and change of social life are emphasized. Faculty.

Sociology 199 Independent Study. Faculty.

Sociology 204F Social Stratification. Origins and consequences of inequalities in the distribution of wealth, income, power, and prestige. Power structures, class conflict, social mobility, and class differences in social values and life style. Theories of stratification including those of Marx, Weber, and the functionalist school. The emphasis in the first half of the course will be

comparative and historical. The latter half will stress description of the American class system. D. Gilbert.

Sociology 207F Freedom and Order. In the Western world and particularly in America, individual freedom has been emphasized as an important human value. Yet, however vaguely, we simultaneously have recognized that freedom be absolute; self-sufficiency or "individualism," particularly in a complex society, encounters the fact of human interdependence.

What is the proper blend? Does human freedom in reality always require conformity? Does the good life for the individual presume the existence of the good society? Literature in which these issues are addressed will be examined and evaluated. Specifically, diverse and interdisciplinary sources will include the analytical writings of Sigmund Freud and Erich Fromm, novels such as *Lord of the Flies*, and pertinent sociological literature. D. Gray. (Not offered 1977-78.)

Sociology 208S Utopia and the Individual. Plato's *Republic,* More's *Utopia,* Bellamy's *Looking Backward,* Skinner's *Walden II,* Orwell's *1984,* Huxley's *New World.* All are utopian. All raise the question of where we might, should, or should not go from here. It seems a question worth asking. In attempting to answer it, we will consider the above sources as well as more contemporary comments on the nature of the good society. D. Gray.

Sociology 210S Occupations and Professions. This course examines the training and work experience of individuals in various careers. Historical development of occupational groups provides the context for exploring their present function in society. The recent participation of women in some fields will be considered with the consequences for these women and the occupations. Local field work will be encouraged. J. Lowry.

Sociology 222F World Population Crisis. Family planning, hunger, and environmental issues will be discussed in light of present and proposed population policy. Preliminary consideration of basic demographic information will provide the foundation for a wide and interdisciplinary discussion of current problems. Prerequisite: one social science course to contribute to the interdisciplinary nature of the investigation. J. Lowry.

Sociology 225F Latin American Society. Three national revolutions (Mexico, Peru, and Cuba) are examined in the context of long-term processes of social and economic change. Among the topics to be covered are ideologies of development, agrarian class structure, urbanization, and industrialization. D. Gilbert.

Sociology 280 Sociology of Woman. The main purpose of this course is to explore the position of women in society from a sociological perspective. History of the feminist movement will be an important early topic in the course. Additional topics, materials, and suggestions from the students are welcome. J. Lowry. (Not offered 1977-78; first offered 1978-79.)

Sociology 291F Deviance. The purpose of the course is to investigate the structural and social psychological processes associated with the transformation of persons and groups into deviants. Classic and contemporary conceptions of deviance and its causes will be emphasized. Students will be expected to demonstrate an appreciation of the strengths and weaknesses of these formulations and to use them as tools to develop their own perspective toward the explanation of deviant behavior. Evaluation will be based on the progress students make in formulating their own theory of deviance. Prerequisite: Sociology 101. A. Sallett.

Sociology 299 Independent Study. Faculty.

Sociology 301F Sociological Theory. Examination of contemporary theoretical perspectives. Consideration of these perspectives will include their historical origins and development within the sociological discipline. D. Gray.

Sociology 302S Research Methods. The first part of this course will cover the interplay of sociological theories and research techniques. Consideration will also be given to some of the ethical issues raised by social scientific inquiry. The remainder of the course will outline the aspects of research from design to evaluation of a completed report. This will include: problem formulation (theory, conceptualizing variables, controls, establishing testable hypotheses); sampling; data collection (several techniques with respect to information desired, researcher effects, and preparation for analysis); analysis (basic description, summary statistics, testing hypotheses, measures of association; presentation and interpretation (tables, findings, writing a report); and evaluation. Class exercises will accompany all stages of research procedure. These can be based on one term-long project designed and carried out by one student or a research team. Prerequisite: concentration in a social science discipline. Sociology 301 is suggested but not required. J. Lowry.

Sociology 304S Political Sociology. The central objective of the course will be a critical analysis of C. Wright Mills' power elite thesis. That task begins with a review of the classical theories of political structure offered by Marx, Pareto, and Mosca. Some contemporary work on the nature of political power is also considered. The remainder of the course is devoted to Mills's *The Power Elite* and recent critical and empirical literature relevant to the questions raised in that book. Particular attention is given to the "military-industrial complex" and the roles of corporate and social elites. The problem of elite cohesion is explored. Alternative formulations of the problem of national power are examined, including pluralist and Marxist approaches and the "New Industrial State" of J.K. Galbraith. D. Gilbert.

Sociology 316S American Social Thought. Examination of the major strands of American thought from colonial to modern times. "Individualism" as a central American value will be particularly examined. D. Gray.

Sociology 317S Mental Illness and Society. The purpose of this course is to present theory and evidence on behalf of the contention that mental illness is

socially created and, therefore, mental illness can be socially treated. Symbolic interactionist, existential phenomenological, and recent social psychiatric formulations of mental illness and its treatment will be emphasized. Evaluation will be based upon written assignments and class participation. Sociology 101. Sociology 291 and/or Sociology 337 are suggested but not required. A. Sallett.

Sociology 320F Sex Roles and the Life Cycle. Students will explore adult socialization from the perspective of the human life course. Of specific interest will be the impact of sex and age on adult social roles. Historical events that highlight these impacts will be investigated through some life history interviews with older members of the Clinton community. Family roles will be covered while work roles will be considered primarily in relation to life stage transitions. Societal problems related to aging are discussed with implications for social policy. Prerequisite: Sociology 101 or permission of the instructor. J. Lowry. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Sociology 337F Experience, Consciousness, and Society. The purpose of this course is to present a critique of positivist social science and make some suggestions for reformulation. The first part of the course will focus on the contention that positivist social science celebrates the similarities between humans and physical and natural entities; it ignores the differences. Consequently, positivist social science dehumanizes its object of study and mystifies the process of inquiry. The second part of the course will be devoted to a formulation of social reality which asserts that: social structure emerges out of intential individual and social experiences; the creation and interpretation of individual and social experience are more or less coercively learned and maintained; the creation and interpretation of experience can be investigated with empirical methods. Illustrations of these contentions will be made from the literature on deviant behavior. Evaluation will be based upon a journal and class participation. Prerequisite: Sociology 101. Sociology 291 is suggested but not required. A. Sallett.

Sociology 340S The Politics of the Division of Labor. The purpose of the course is to present a structural formulation of political economy for the analysis of power and conflict in industrial and postindustrial societies. Theodore Lowi's *The End of Liberalism*, Kenneth Gailbraith's *The New Industrial State*, Peter Blau's *Exchange and Power in Social Life*, Jacques Ellul's *The Technological Society*, Robert Heilbroner's *An Inquiry into the Human Prospect* will be used to support the argument that domination and subordination in society arise out of the contributions which persons, groups, and organizations make to the division of labor. Students will be expected to write a five-page critical essay on the thesis of each of these works. Evaluation will be based on these written assignments and class participation. Prerequisite: Sociology 101. A. Sallett.

Sociology 396S Marx and Weber. Marx and his most insightful critic, the

German sociologist Max Weber, are examined with particular attention to their understanding of the causes and consequences of the emergence of modern capitalism. Among the topics to be considered are class, ideology, revolution, alienation, the Protestant ethic, bureaucracy, and charisma. D. Gilbert.

Sociology 399 Independent Study. Faculty.

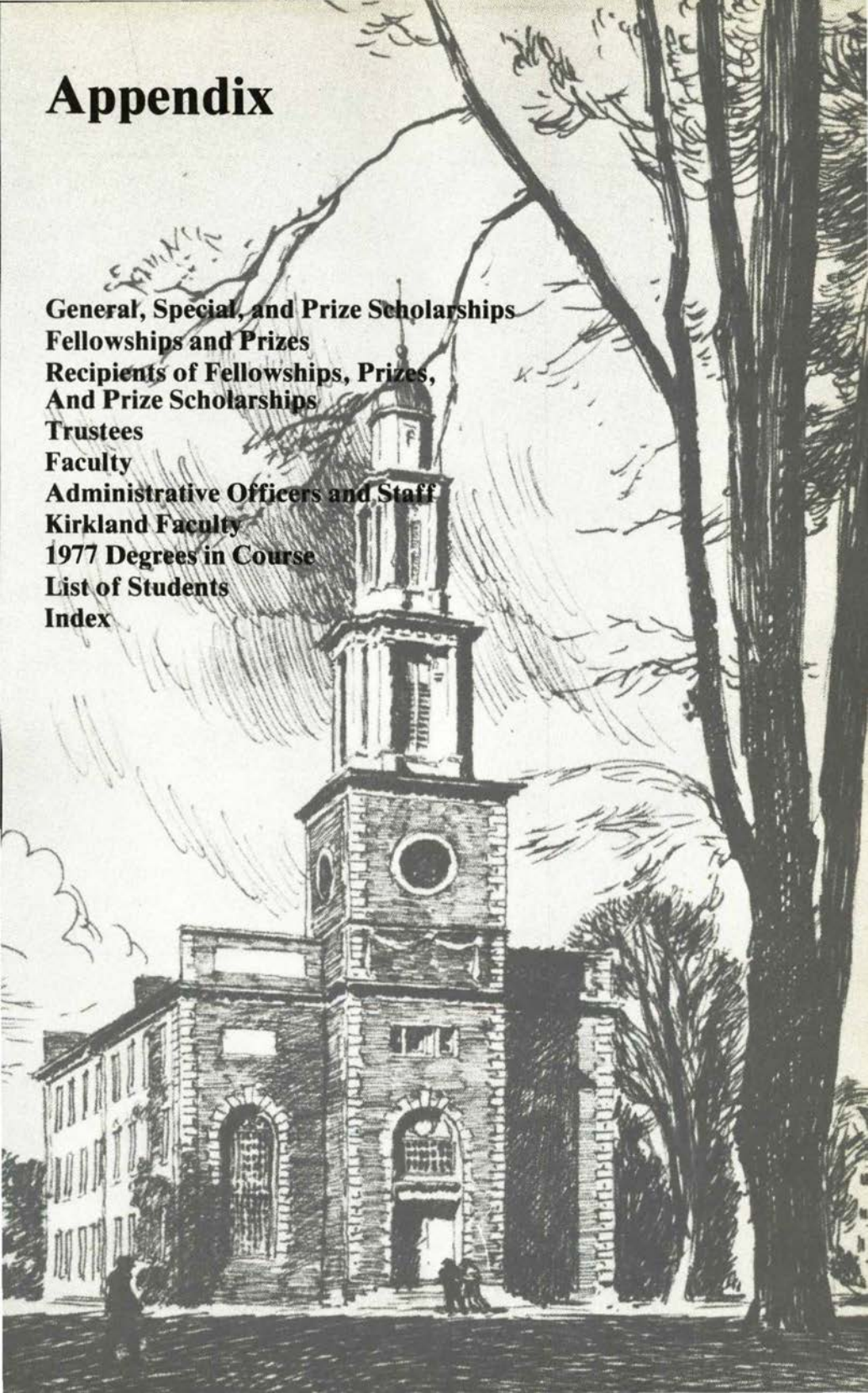
Sociology 402S Sociology Seminar. Advanced study of selected sociological topics. Specific topics will vary from year to year depending upon the interests of instructor and students. (Not offered 1977-78; offered 1978-79 and alternate years thereafter.)

Sociology 499 Independent Study. Faculty.

Sociology 500 Senior Project. Faculty.

Appendix

General, Special, and Prize Scholarships
Fellowships and Prizes
Recipients of Fellowships, Prizes,
And Prize Scholarships
Trustees
Faculty
Administrative Officers and Staff
Kirkland Faculty
1977 Degrees in Course
List of Students
Index



General Scholarships

General scholarships are awarded on the basis of financial need. Listed below are some of the general scholarships supported by income from endowed funds.

Franklin M. Baldwin Scholarship: established by relatives and friends in memory of Frank M. Baldwin '16.

Harry and Emma Baldwin Scholarship: established by Donald Baldwin '56 in memory of his parents.

Gordon J. Barnett Memorial Scholarship: established in memory of Gordon J. Barnett '20.

Harry Edwin Battin, Jr. Scholarship: established by Mrs. Phyllis B. Battin in memory of her husband.

Clinton C. Bennett Memorial Scholarship: established by Clinton C. Bennett, Jr. and Geoffrey C. Bennett '53, in memory of their father, Clinton C. Bennett '22.

Harlow Bundy Scholarship: established by Margaret Bundy Scott and John McC. Scott in memory of Mrs. Scott's father, Harlow Bundy, Class of 1877

Walter F. Cronin Scholarship: established by Mrs. Cronin in memory of her husband, Walter F. Cronin '38.

Harry Dent Scholarship: established by the Harry Dent Family Foundation.

Arkell Hall Foundation Scholarship: established by the Arkell Hall Foundation.

Fay and Chester Hamilton Scholarship: established by Chester Hamilton '44, a former Trustee of the College.

C. F. Hemenway and Frank Barbour Memorial Scholarship: established by Mrs. Leah Barbour in memory of her husband, Frank Barbour, and of Charles F. Hemenway '10.

Robert G. Howard Scholarship: established by Robert G. Howard '46, a Trustee of the College.

Christopher Miner Scholarship: established by the Honorable Robert D. Miner '34 in memory of his son.

Jessie Smith Noyes Foundation Scholarship: established by the Jessie Smith Noyes Foundation.

James O'Neill Scholarship: established by James O'Neill, a friend of the College.

Parsons Brothers Scholarship: established by Miss Katherine Parsons, Mrs. Charles Burlingame, and Mrs. James Cowie in memory of their father, William Lorenzo Parsons, Class of 1878, and his three brothers.

Oren Root Scholarship: established by Oren Root, Jr., Class of 1894, in memory of his father, Oren Root, Class of 1856.

James P. Soper Scholarship: established by James P. Soper.

Wilbur S. and Claire A. Tarbell Scholarship: established by Claire A. Tarbell in memory of her husband.

Elbert J. Townsend Memorial Scholarship: established in memory of Elbert J. Townsend '13.

Merritt N. Willson Memorial Scholarship: established in his memory by his two daughters, Mrs. S. Mabel Willson and Mrs. George A. Small, and by his grandson, Robert N. Small '43.

Special Scholarships

Special scholarships are awarded on the basis of financial need. In addition, the recipients of special scholarships must be part of a particular group of persons, such as members of the junior class, sons of secondary school teachers, descendants of an individual, or from a particular geographical area.

Scholarships for Students from Specific Geographic Areas

Arizona

The Raymond R. Dise Scholarship, established by Harry F. Dise in memory of Raymond R. Dise '17, is awarded to graduates of Little Falls Central High School (New York) and Prescott High School (Arizona).

California

The Stephen W. Royce Scholarship, established by the late Mr. Royce, '14, and former trustee. Preference is given to students from Liberty, New York and Pasadena, California.

Illinois

Alumni Association of Chicago offers a scholarship to an entering freshman. The award will pay up to the total cost of the college, depending on the need of the recipient.

Sons of Illinois Secondary School Teachers are eligible for a scholarship with a value of up to $10,000 over a four-year period.

Minnesota

The Minnesota Alumni Association offers a scholarship to an entering freshman which will pay up to $4,000 for the freshman year, depending on the financial need of the recipient. It is renewable in the upperclass years, based on the student's demonstrated financial need.

New Jersey

The New Jersey Alumni Scholarship, with a value of up to $8,000 over a four-year period, is offered to students attending schools in Bergen, Essex, Hudson, Hunterdon, Middlesex, Morris, Passaic, Somerset, Sussex, Union and Warren Counties.

New York

The Adirondack Area Scholarship, with a value of up to $6,000 over a four-

year period, is offered to students attending schools in Clinton, Essex, Franklin, Hamilton, Saratoga, Warren, and Washington Counties. Income from an endowment grant made to the College by Milton G. Tibbitts '04 provides the funds for this scholarship.

The Alumni Association of Metropolitan New York Scholarship is offered to students who attend schools in the New York area. This scholarship will pay up to $8,000 over a four-year period; the exact amount will depend on the financial need of the recipient.

The Charlotte Foster Babcock Memorial Scholarship was established by Edward S. Babcock, class of 1896, in memory of his mother. Preference is given first to relatives of the donor; second to graduates of the public high schools in Boonville, Camden, Utica, and West Winfield (N.Y.); and finally, to members of the Emerson Literary Society who have financial need.

The William E. and Beatrice V. Bruyn Scholarship is awarded with preference given first to students from Ulster County and then to students from other areas in New York State.

The Daniel Burke Scholarship is awarded with preference given first to a student from the public high school in Oxford, New York, second, to a resident of Chenango County, and third to a resident of New York State.

The Earl M. Clark Scholarship, established in memory of a member of the class of 1907 and former Binghamton resident, is awarded to an outstanding student from New York State, with preference to a graduate of a public high school and to a resident of Broome County. It is renewable each year provided need continues to be demonstrated.

Community Colleges Scholarships are awarded to students transferring or graduating from the community colleges in New York State. Some of these grants, which cover a two-year period, may total as much as $8,000. Only one scholarship per community college will be awarded. Applicants compete on the basis of academic achievement, and the exact amount of each grant will be determined by financial need.

The Raymond R. Dise Scholarship, established by Harry F. Dise in memory of Raymond R. Dise '17, is awarded to graduates of Little Falls Central High School (New York) and Prescott High School (Arizona).

The George E. Dunham Scholarship, established by George E. Dunham, is awarded to graduates of the Thomas R. Proctor High School, the John F. Kennedy High School, and Utica Free Academy (of Utica, New York).

The Lieutenant Willard B. Eddy, Jr. Memorial Scholarship. In certain years, candidates for admission who attend schools in Livingston, Monroe, Ontario, Orleans, Wayne and Yates Counties are eligible to compete for this scholarship, established by Mr. and Mrs. Willard B. Eddy of Rochester, New York, in memory of their son. This scholarship carries a value of up to $8,000

over a four-year period and is awarded on the basis of academic achievement and character.

The Charles Melville Fay Scholarship, established by Charles P. Wood, in memory of his wife's father, class of 1862, is awarded with preference to students from Steuben County or from the western part of New York State.

The Elizabeth R. Fitch Scholarship is awarded with preference given to graduates of the Westmoreland High School, Westmoreland, New York.

The Geneva Presbytery Scholarship is awarded with preference given to a student designated by Geneva (New York) Presbytery.

The David Shove Hastings Scholarship. In certain years, secondary school students from Cayuga, Cortland, Onondaga, Oswego, and Seneca Counties are eligible for this scholarship, established by Mr. and Mrs. J. Murray Hastings in memory of their son, class of 1944. This scholarship will pay up to $8,000 over a four-year period.

The Charles Anthony Hawley Scholarship was received under the will of Anna H. Story in memory of Mr. Hawley, class of 1859 and a former trustee of the College. It gives preference to graduates of schools of Seneca Falls, New York.

The Honorable Irving M. Ives Scholarship was established by the Norwich Pharmacal Company in honor of Senator Ives '20. The scholarship is awarded in certain years with preference given first, to the son of an employee of the company and, second, to a resident of Chenango County.

The Marcus Judson Scholarship may be awarded to a student nominated by the First Presbyterian Church of Watertown, New York.

The Augusta M. Lovenguth Memorial Scholarship is awarded with preference first, to a relative of the family and, second, to a student from Camden in Oneida County (N.Y.).

The Stephen W. Royce Scholarship was established by the late Mr. Royce '14, a former Trustee. Preference is given to students from Liberty, New York and Pasadena, California.

Sons of Secondary School Teachers are eligible for a scholarship with a value of up to $10,000 over a four-year period.

The Arthur W. Soper Scholarship, established originally by A.C. Soper, class of 1894, is awarded with preference given first, to graduates of Rome Free Academy (Rome, N.Y.); second, to students from the City of Rome or Oneida County; and finally, to students from central New York.

The Grace Ione Spencer Memorial Scholarship, established by friends of this long-time teacher of Latin at Utica Free Academy, is granted to an undergraduate from the Mohawk Valley area. Preference is given to a student who is concentrating in a discipline within the Humanities.

The Utica Foundation Scholarship, funded by an annual grant from the Utica Foundation, is awarded to students from the Utica area.

The Lee N. and Grace Q. Vedder Foundation Scholarship is awarded with preference to applicants from Montgomery and Fulton Counties.

The Sylvester Willard Scholarship is awarded to a student residing in Auburn, New York.

Ohio

The Alumni Association of Northern Ohio offers a scholarship to an entering freshman which pays up to $4,000 for the freshman year, depending on the financial need of the recipient. It is renewable in the upperclass years, based on the student's demonstrated financial need.

The Tunnicliffe Scholarships are available, first, to students from northwestern Ohio; and second to any student who qualifies for financial aid.

Pennsylvania

The Alumni Association of Philadelphia offers a scholarship to students who attend schools in the Delaware Valley area. The award pays up to $8,000 over a four-year period, depending upon the need of the recipient.

The Alumni Association of Western Pennsylvania offers a scholarship which pays up to $4,000 for the freshman year, depending on the financial need of the recipient. It is renewable in the upperclass years, based on the student's demonstrated need.

Sons of Pennsylvania Secondary Teachers are eligible for a scholarship with a value of up to $10,000 over a 4-year period.

Foreign

Vivian B. Allen Foundation Scholarships, established by the Vivian B. Allen Foundation, are reserved for students from foreign countries.

The Bernard Combemale Scholarship established by Bernard F. Combemale '51 is awarded to foreign students enrolled at the College.

The Arthur Hunter Scholarship provides that preference be given to any matriculant from George Watson's College in Edinburgh, Scotland.

The Charles VanArsdale, Jr. Scholarship was established in memory of Charles Van Arsdale, Jr. '72 by his family and friends. The scholarship is for students from countries other than the United States or Canada, but when there are no such eligible students, it may be used for students without reference to the country of their origin.

Other Special Scholarships

The B. T. Babbitt Scholarship, established by the Lillia Babbitt Hyde Foundation in honor of Lillia Babbitt Hyde's father, is awarded to a student in the field of pre-medical education.

The Edward S. Babcock Scholarship is awarded with preference given to members of the Emerson Literary Society.

The James L. Bennett Scholarship is awarded to a sophomore who gives evidence of outstanding moral character.

The Gertrude F. Bristol Scholarship is awarded to a student who is not a resident of New York State and who is likely to make a substantial contribution to the College's extracurricular activities.

The Byne Scholarship (George A. Clark) is reserved for a candidate for the Presbyterian Ministry, to be designated by the pastor and session of the First Presbyterian Church of Utica, New York, or by the College.

The Harlan F. Calkins Scholarship, established by the family and friends of the late Harlan F. Calkins of the class of 1929, is awarded, at the discretion of the Scholarship Committee, to a student of outstanding character and leadership.

The Ned Doyle Scholarship was established by Ned Doyle '24, and Emeritus Trustee of the College. This scholarship is awarded annually to an entering student who has demonstrated outstanding academic achievement and athletic ability. The award may be renewed if need continues to be demonstrated.

The Charles H. Duell Scholarship is awarded with preference given to a member of the freshman class.

The Peter Dykema Music Scholarship, established by Jack Dengler '34 in memory of his wife's father, is awarded to students who participate in the College's performing musical groups.

E. Root Fitch Scholarships, established by E. Root Fitch, class of 1886, are awarded annually to members of the Hamilton chapter of Delta Upsilon on the basis of need, scholastic standing, character and salutary influence on the life of the College.

The Irene Heinz Given and John LaPorte Given Foundation Scholarships are reserved for students who are preparing for admission to medical school.

The Huguenot Society Scholarship, with an annual value of $1,000, is available to a student whose ancestry meets the requirements of the Society and who satisfies the College's regular requirements for the receipt of financial aid.

The Leavenworth Scholarship, established by Elias W. Leavenworth, class of 1872, may be awarded only to young men with the surname of Leavenworth.

The Helen B. Longshore Music Scholarship is awarded to deserving undergraduates with talent who contribute to the musical life of the College.

The Henry M. Love Scholarship, established by William DeLoss Love '09, provides a scholarship for relatives of Henry M. Love of the class of 1883, or, when no such relative is in College, may be awarded to a senior in Emerson

Literary Society for graduate study leading to a career in law, medicine, journalism, teaching, or theology.

The William DeLoss Love Scholarship was established by William DeLoss Love of the class of 1909, Mrs. William D. Scranton, and others. In accordance with the wishes of the scholarship donors, preference is given to descendants of William DeLoss Love of the class of 1843.

The terms of the *Annie L. MacKinnon Scholarship* stipulate that preference be given to a student whose record shows ability and interest in mathematics.

The John McNair Scholarship, established by the will of Edna Thirkell Teetor in memory of her grandfather, class of 1827, is reserved for students registered in the "3-2" engineering program.

The Charlotte Buttrick Sackett Scholarship, established by Charles H. Duell, class of 1871, is awarded to a member of the sophomore class.

The Seventy-Five Year Class Scholarship, established by William DeLoss Love '09, whose father was a member of the class 1876, is awarded, first, with preference to any descendant of a member of the Hamilton classes of 1874, '75, or '76; if to none of those, to a student from the West Coast; and if not awarded to a student meeting either of those restrictions, then at the discretion of the College.

The Schuyler B. Steere Scholarship was established for blood relations of the donor (S.B. Steere, class of 1851). If none appears, preference is given to candidates for the ministry.

The Leroy Williams Scholarship, established by Leroy Williams, class of 1889, is awarded with preference to students intending to enter the Presbyterian Ministry.

Prize Scholarships

Prize scholarships are awarded to students who have completed at least one year at Hamilton and who have demonstrated some achievement while enrolled at the College. The achievement is most often high quality academic work, but it may also include enrollment in a particular field of study or demonstrated good character and campus citizenship.

Most prize scholarships require that the recipient demonstrate need and be eligible for financial aid. Those prize scholarships which do not require need will vary in the amount of their awards, depending upon whether or not the recipient is eligible for financial aid.

The recipients of prize scholarships are recognized either at the Fall Convocation or at the Class and Charter Day Convocation.

Benjamin Walworth Arnold Prize Scholarship. A fund, given by Mrs. Benjamin Walworth Arnold in memory of her husband, provides four prize scholarships. One is awarded annually to the holder of a regular scholarship in each college class who in the preceding year (or in the first semester of the freshman year) shall have made the best record in his college course.

Robert A. Bankert, Jr. Prize Scholarship. Preference is given to a student who has participated in athletics and who, at the beginning of his junior year, has shown the greatest improvement in his academic average.

Curran Prize Scholarship. A fund established by relatives of Colonel Henry H. Curran of the class of 1862 provides a scholarship for a student who has need of financial aid, who has enrolled in the courses in the Department of Classical Languages, and has distinguished himself therein.

Captain Gerald Fitzgerald Dale Senior Scholarship. This scholarship is awarded to a senior who has completed his junior year with distinction in literature, language, music, science, or social science and ranks in the top tenth of a class over one hundred in number or in the top quarter of a class of fewer than one hundred and who needs financial aid. In addition, he must have demonstrated his promise for useful citizenship by his character, his standing among his fellows, and his contribution to the extracurricular life of the College.

Duell German Prize Scholarship. A fund established by the Honorable Charles Holland Duell, LL.D., of the class of 1871, provides a prize scholarship for a senior who shall have excelled in the study of German and who shall elect an advanced course in that subject during his senior year.

Charles A. Dana Prize Scholarships. The Dana prize scholarships are awarded to between fifteen and twenty students at the end of their freshman year in recognition of academic achievement, character, and leadership. The prize scholarships continue through the senior year, provided the recipients continue to fulfill the requirements. Depending upon need, each Dana Scholar will receive a grant ranging from $100 to full tuition.

Fayerweather Prize Scholarships. Five scholarships are awarded to the five sophomores who, at the end of the freshman year, have made the highest average in their class.

Dr. Edward R. Fitch Prize Scholarships in Classical Languages. Founded by E. Root Fitch of the class of 1886, two prize scholarships are awarded annually to students who are registered for courses in either Greek or Latin. The awards are made on the basis of need, scholarship standing, character, and salutary influence on the life of the College.

Edward Huntington Memorial Mathematical Prize Scholarship. A fund established by Alexander C. Soper, LL.D., of the class of 1867, provides a prize scholarship for a senior who has excelled in his work in mathematics and who elects a course in the discipline during his senior year.

Willard Bostwick Marsh Prize Scholarships. Willard Bostwick Marsh of the class of 1912 established these prize scholarships in the memory of former President Melancthon Woolsey Stryker of the class of 1872. They are awarded to juniors and seniors with financial need who have maintained a scholastic average of at least B since entering the College.

Frank Humphrey Ristine Prize Scholarship. Established by former students and other friends in memory of Frank H. Ristine, professor of English literature from 1912 to 1952, the prize scholarship is awarded for excellence in English. Consideration is also given to general academic standing, need for financial aid, and campus citizenship.

Oren Root Prize Scholarships. Two prize scholarships are awarded to the two juniors who have the best records in mathematics during the freshman and sophomore years and who continue that subject through the junior year.

Arthur W. Soper Prize Scholarship in Latin. A fund established by Arthur W. Soper, M.A. (Hon.), 1893, provides a prize scholarship for a senior who has excelled in his work in Latin and who elects a course in the discipline during his senior year.

Chauncey S. Truax Prize Scholarship in Greek. The Truax Scholarship is awarded to that senior who shall have stood highest in the study of Greek for the first three years with an average grade of no less than 85. Preference will be shown to candidates who entered Hamilton as a freshmen with credit in Greek.

Vrooman Prize Scholarship. Through the generosity of John W. Vroonman, a fund provides a prize scholarship to be awarded to a freshman who shall have

achieved academic excellence, shall have need for scholarship aid, and who shall have enrolled for at least one course in the Department of Classical Languages.

Fellowships And Prizes

Fellowships

Fellowships are awarded to graduating seniors to assist them in furthering their education. Fellowships are normally awarded at Commencement.

The Glass Fellowship in Biology
The Glass Fellowship in Biology, established under the will of Dr. James H. Glass, M.A. (Hon.) 1912, is granted for two years of graduate study in biology. It carries a stipend of $750 per year.

Any member of the senior class who has proven himself of a high order of scholarly attainment in general and has shown marked ability and special aptitude for research in biology may be nominated to the faculty by the Biology Department. From the men thus nominated the faculty will select one who shall be recommended to the trustees for appointment.

The Herbert H. Lehman Fellowship
The Herbert H. Lehman Fellowship provides funds for a student enrolled in a program leading to a graduate degree at an approved college in New York State in the fields of social sciences, public affairs, or international affairs.

This fellowship is awarded on the basis of the student's satisfactory progress toward the completion of the graduate program, as determined by an evaluation of his academic record and test scores.

The Franklin D. Locke Fellowship
This fellowship has been established under a provision of the Chauncey S. Truax Prize and provides an award for graduate study in Greek.

The Root Fellowships
The Root Fellowship in Science, established in 1894 by the Honorable Elihu Root of the class of 1864, is ordinarily granted for a single year of graduate study at some American or European university approved for that purpose in each individual instance by the faculty.

Any member of the senior class of high standing who has shown marked ability and special aptitude for research in one or more of the departments of science may be nominated for this award by those departments. From the men thus nominated, the faculty will select one who shall be recommended to the trustees for appointment.

The Judge John Wells Fellowship
The Judge John Wells Fellowship in political science, established under a

provision of the Glass endowment, provides a stipend for graduate work in the general areas of government and political science.

The Watson Fellowship
Watson Fellowships are awarded by the Watson Foundation upon nomination of seniors by the faculties of selected colleges around the country. The fellowship provides a stipend for a year of study and travel.

Prizes

Most prizes are given for academic achievement, either in general coursework, in a particular discipline, or in an essay or other exercise. A few prizes recognize service to the college community or personal character. Prizes are awarded in the spring at the Class and Charter Day Convocation and at Commencement.

Achievement Prizes

Babcock Prize in Philosophy and Pedagogy. A fund established by Edward S. Babcock of the class of 1896 provides a prize for that senior who shall have excelled "in philosophy, and particularly in the science of pedagogy."

James L. Bennett Prize. A fund established by Emma M. Bennett Elsing in memory of James L. Bennett of the class of 1871 provides a prize to a senior who has completed his junior year with distinction.

Brockway Prize. A fund established by A. Norton Brockway, M.D., of the class of 1857, provides a prize which is awarded to that member of the freshman class who has made the best academic record.

Clark Prize Oratorical Contest. A fund begun by Aaron Clark, A.M. and increased by Henry A. Clark, of the class of 1838, provides a prize for that senior who is adjudged to be the best speaker in the annual oratorical contest.

Nelson Clark Dale, Jr., Prize in Music. A fund in memory of Captain Nelson Clark Dale, Jr., U.S.M.C.R., of the class of 1942, established by his parents, provides a prize for that student who has shown exceptional ability in music as a composer, interpreter, or leader, or who has contributed most to the musical life of the College. The committee of award shall consist of members of the Department of Music and a senior to be selected by the department.

Darling Prize in American History. A fund established by Charles W. Darling and supplemented by a friend of the College provides a prize for the senior having the most distinguished record in at least four courses in American history offered to his class.

Hadley S. DePuy Campus Service Awards. Several years ago the Student Senate decided to recognize students who had made significant contributions in the area of campus service. These Hadley S. DePuy Campus Service Awards consist of a plaque, to be awarded later, to those students named by the Senate.

Dr. Edward Fitch Prize in Greek. Founded by E. Root Fitch of the class of 1886, a prize is awarded annually to that student who, on completion of one year of Greek, shall have maintained the best record in that subject. To be eligible for the award, the appointee must elect Greek in the following year.

Dr. Edward Fitch Prize in Latin. Founded by E. Root Fitch of the class of 1886, a prize is awarded annually to that student who, on completion of one or two years of Latin, shall have maintained the best record in that subject. To be eligible for the award, the appointee must elect Latin in the following year.

Gelas Memorial Prize. A fund established in 1955 by a group of alumni to honor the memory of Jean-Marius Gelas, fencing coach and Professor of Physical Education from 1921 to 1946, provides an award to the senior who has shown the greatest development in strength of character, leadership, and athletic ability during his college days.

Francis W. Gilbert Prize. A gift presented by the class of 1953 in memory of Francis Gilbert, fellow in history at Hamilton College from 1946 to 1953, provides a cash award to be presented at a college convocation to that sophomore who, in the opinion of the Dean of the College, has shown the greatest scholastic improvement in the spring term of his freshman year.

Edgar Baldwin Graves Prize in History. A fund established by his former student, David M. Ellis, provides a prize for the senior who excels in the study of history.

Hawley Prizes in Greek and Latin. A fund established by Martin Hawley, of the class of 1851, provides two book prizes, equal in value, one for excellence in Greek and one for excellence in Latin.

Holbrook Prize in Biology. A fund established by David A. Holbrook, of the class of 1844, provides a prize for the senior having the best record in six courses in biology.

Wallace Bradley Johnson Prize. A fund established by Alumni of the College, in honor of Wallace B. Johnson, of the class of 1915, provides a prize for that student who writes the best one-act play produced at the College.

Thomas McNaughton Johnson Prize in English. A fund established by friends and former students in honor of Thomas McNaughton Johnson, who taught English from 1934 to 1972, provides a prize for the student writing the most elegant essay submitted to the Department of English during the year.

Kirkland Prize. A fund of five hundred dollars by Mr. A.R. Kirkland provides a prize for a student who excels in mathematics.

Kneeland Prize. A fund established by the Rev. Martin Dwelle Kneeland, D.D., of the class of 1869, provides a prize for the student who has the best record when his grades in two courses on the Bible and in an essay competition on an assigned biblical subject are combined.

Jonathan Marder Prize. A prize established by Mr. and Mrs. Marder in memory of their son is awarded to a senior who excels in psychology.

McKinney Prize Debate. A fund established by Charles McKinney provides two prizes for seniors excelling in extemporaneous debate.

McKinney Prize Speaking Contest. A fund established by Charles McKinney provides book prizes for the two men in each of the three lower classes who excel in speech.

James Soper Merrill Prize. A fund established in memory of James Soper Merrill by his cousin, James P. Soper, Jr., of the class of 1911, provides as a prize a gold watch which is awarded at commencement to that member of the graduating class "who, in character and influence, has best typified the highest ideals of the College." The faculty shall select the recipient of this award.

The Norton Prize. Thomas Herbert Norton, Ph.D., Sc.D., of the class of 1873, has provided a fund for the encouragement of research in chemistry. It is prescribed that the income in each year shall be given as a prize to the undergraduate or graduate student in the College who shall have demonstrated the greatest capacity for research in chemistry.

Walter Pilkington Prize. A prize established by an anonymous donor is awarded to the student who has rendered distinguished service to the community in the areas of print and radio journalism and dramatics.

Putnam Prize in American History. The gift of Dr. Frederick W. Putnam of Binghamton, supplemented by a friend of the College, provides a prize of books for the senior having the second most distinguished record in at least four courses in American history offered to his class.

Harold Harper Reed Prize. This prize is donated by Mrs. Reed in memory of her husband, a member of the class of 1919, and is awarded annually to the sophomore or junior "who best exemplifies those American ideals which made this nation strong."

Renwick Prize in Biology. This scholarship, founded by Edward A. Renwick, A.M., of Chicago, Illinois, is awarded to a member of the senior or junior class appointed by the faculty, for the study of biology during the summer vacation.

Rogers Prize in Geology. A fund established by E. Albert Rogers, of the class of 1898, provides a prize for that senior who, having a major in geology, excels in the courses of his concentration program.

Southworth Prize in Physics. A fund established by Tertius D. Southworth, of the class of 1827, provides a prize for the senior who excels in physics.

Squires Prize in Philosophy. A fund established by Byron B. Taggart, of the class of 1896, in honor of the late William Harder Squires, Ph.D., of the class of 1888, provides a prize to be awarded annually, with the approval of the

faculty, to that senior who shall have the highest grade when the marks for six courses in philosophy and a special examination designed for the purpose are combined.

Tompkins Prize in Mathematics. A fund established by Hamilton B. Tompkins, A.M., of the class of 1865, provides two prizes for juniors who excel in mathematics. The award is made upon the basis of an examination near the close of the junior year, involving three years of work in mathematics.

Underwood Prize in Chemistry. A fund begun by George Underwood, of the class of 1838, and increased by J. Platt Underwood of the class of 1870, provides a prize for the senior who excels in chemistry.

Winchell Prize in Greek. A fund established by Walter B. Winchell, M.D., of the class of 1880, provides a prize to be awarded annually, with the approval of the faculty, to the student who, beginning Greek in college, shall have the best record in six courses in this language.

Winslow Prize in Greek. A fund established by William Copley Winslow, D.D., of the class of 1862, provides a prize to be awarded annually to the member of the sophomore class attaining the greatest proficiency in Greek for the year.

Winslow Prize in Latin. A fund established by William Copley Winslow, D.D., of the class of 1862, provides a prize to be awarded to the member of the freshman class attaining the greatest proficiency in Latin for the year.

Winslow Prize in Romance Languages. A fund established by William Copley Winslow, D.D., of the class of 1862, provides a prize to be awarded annually to the member of the junior class attaining the greatest proficiency in Romance languages during his college course.

Wyld Prize in German. A fund by Lionel D. Wyld, of the class of 1949, in memory of Mary E. and Fred H. Wyld, Sr., provides a prize to a junior or senior for excellence in German as evidenced by course work and an essay.

Essay Prizes

Academy of American Poets Prize. Each year the Academy of American Poets conducts a poetry contest in ten selected colleges. This year, Hamilton was among the group.

Dean Alfange Essay Prize. A fund of five thousand dollars by Dean Alfange, of the class of 1922, provides a first and a second prize for the students writing the best essays on a feature or an issue of American constitutional government.

Cobb Essay Prize. A fund of five hundred dollars by Willard A. Cobb, of the class of 1864, provides a prize for the student submitting the best essay on journalism.

Cunningham Essay Prize. A fund of five hundred dollars by John Howard

Cunningham, of the class of 1866, provides a prize for the senior submitting the best essay on some phase of the life of Abraham Lincoln.

Head Essay Prize. A fund of one thousand dollars by Franklin H. Head, LL.D., of the class of 1856, provides a prize for the best senior essay upon a theme relating to Alexander Hamilton.

Hutton Essay Prize. A fund of five hundred dollars by the Rev. William Hutton, D.D., of the class of 1864, provides a prize for the sophomore submitting the best essay on an assigned subject in history, translations, or literature of the Bible.

Kellogg Essay Prize. A fund of seven hundred dollars by Charles C. Kellogg, of the class of 1849, provides prizes for a junior, sophomore, and freshman who excel in English essays.

Pruyn Essay Prize. A fund of five hundred dollars by former Chancellor John Van Schaick Lansing Pruyn of the University of the State of New York, given on August 5, 1863, has provided for the award annually of the so-called Pruyn Medal. Under a revision of his terms, as approved by his heirs on October 26, 1933, a money prize is offered for the senior or junior writing the best essay on "The Political Duties of Educated Young Men."

Soper Essay Prize. A fund of fifteen hundred dollars by Arthur W. Soper provides a prize for the best essay on a topic in economics assigned by the faculty. The competition is open to all seniors who are taking a second or third year-course in economics.

John V. A. Weaver Prize in Poetry. A fund established by Peggy Wood in memory of her husband and awarded in excellence in a poem or poems submitted for consideration.

Recipients of Fellowships Prizes, and Prize Scholarships

The following fellowships, prizes, and prize scholarships were awarded in 1976-77.

The Glass Fellowship in Biology
Corey Jay Weiner

The Root Fellowships
Robert Dana Frisina, Nai-Hang Kwong, Michael Anthony Marcal

The Judge John Wells Fellowship
Louis Jay Shiro

The Watson Fellowship
David Edgemon Tabachnick

Achievement Prizes

Babcock Prize in Philosophy and Pedagogy
Tied, John Henry Williams Hinchcliff, Cemal Kafadar

James L. Bennett Prize
Robert Dana Frisina

Brockway Prize
Robert Dana Frisina

Clark Prize Oratorical Contest
Paul Christopher Marsh

Nelson Clark Dale, Jr., Prize in Music
Philip Christo Morris, Jr.

Darling Prize in American History
Howard Alexander Morrison

Hadley S. DePuy Campus Service Awards
Lewis R. Amis III, Kevin Joseph Burns, Renardo Lee Hicks, John West Hornor, Bruce Aron Levine, Gregory Robert Marsello, Stephen Alan Milford, Steven A. Simon, David Stewart Smith, Stephen Arnak Zorthian.

Dr. Edward Fitch Prize in Latin
Tied, Terrence John Farrell, Marc Samson Komisarow

Gelas Memorial Prize
Mark Joseph Rybarczyk

Francis W. Gilbert Prize
Kenneth W. Karlson

Edgar Baldwin Graves Prize in History
Adam David Eilenberg

Hawley Prize in Greek
Tied, David Speyser Beer, Robert John McCormick

Hawley Prize in Latin
James Gerard DeBlois, Philip Gerard Spellane

Holbrook Prize in Biology
Henry John Rose

Wallace Bradley Johnson Prize
First, Harry Kondoleon; *Second, Tied,* John Jefferson Koshel, John M. McNeel; *Third*, Finlay T. R. Harckham

Thomas McNaughton Johnston Prize in English
Daniel Phillip Luker

Kirkland Prize
Erica Flapan

Kneeland Prize
Eliot David Kagan

Jonathan Marder Prize
Tied, Robert Dana Frisina, Thomas Mark Graefe

McKinney Prize Debate
Michael Francis Polvino, Mark Allan Rosenbaum

McKinney Prize Speaking Contest
Freshman, First, Paul Stephen Gauvin; *Second,* Patrick Matthew Murphy.
Sophomore, First, Stephen James Talevi; *Second,* Daniel Walker Wallace.
Junior, First, Victor Vincent Vetters; *Second,* Guy Arcidiacono

James Soper Merrill Prize
John Harry Widman

The Norton Prize
Antonio Francesco LaSorte

Walter Pilkington Prize
Stephen Arnak Zorthian

Putnam Prize in American History
Robert Walter Rowan

Harold Harper Reed Prize
Michael Harrison Friedman

Rogers Prize in Geology
Peter Scott Barrows

Southworth Prize in Physics
Nai-Hang Kwong

Squires Prize in Philosophy
John Henry Williams Hinchcliff

Tompkins Prize in Mathematics
First, William Sherman Skinner; *Second,* Brian Robert Hogan

Underwood Prize in Chemistry
Tied, Edward Allen Ewald, Joseph Andrew Readling

Winslow Prize in Greek
Joseph M. McGeary, Jr.

Winslow Prize in Latin
Terrence John Farrell

Winslow Prize in Romance Languages
Howard Wallack

Wyld Prize in German
Peter Edward Asten

Essay Prizes
Academy of American Poets Prize
First, Fred Morris Ackerson; *Honorable Mention,* Harry Kondoleon, John M. McNeel

Cunningham Essay Prize
Thomas Merrill Ewing

Pruyn Essay Prize
James W. Downs, Jr.

Soper Essay Prize
Charles Prescott Hollands

John V. A. Weaver Prize in Poetry
John M. McNeel

Prize Scholarships
Benjamin Walworth Arnold Prize Scholarship
Senior, Michael Anthony Marcal; *Junior,* David C. Burgess; *Sophomore,* Ping Fai Yip

Robert A. Bankert, Jr. Prize Scholarship
Gerard M. O'Neill

Curran Prize Scholarship
Joseph M. McGeary, Jr.

Captain Gerald Fitzgerald Dale Senior Scholarship
Bruce Aron Levine

Charles A. Dana Prize Scholarships
Seniors, Chike Arah, Paul Michael Bawol, Thomas E. Charbonneau, Shawn Patrick George, Renardo Lee Hicks, Jean Lacombe, Philip Christo Morris, Jr., Lars Nielsen, Mark Allan Rosenbaum, Edward Michael Sinker

Juniors, David C. Burgess, Merrill E. Fliederbaum, Brian R. Hogan, John G. Klauberg, Scott G. Klein, Richard A. Lo Guidice, Robert J. McCormick, Edward P. Molloy, Kevin E. Osborne, Robert J. Rzasa, Robert L. Thomas, Mark E. Yingling, Brad J. Zoltick

Sophomores, James E. Brugmann, Philip P. Frederick, Michael J. Galvin, Sanford Gottlieb, Kevin M. Hanlon, John P. Hewko, Robert G. Johnson, Thomas J. King, Joseph Maimone, Brian D. Middleton, Imad I. Qasim, William M. Romaine, Roland R. Rothenbucher, Thomas L. Saeli, Michael J. Salmon

Fayerweather Prize Scholarships
Andrew M. Casden, Philip P. Frederick, Kevin M. Hanlon, Ping Fai Yip, Michael Harrison Friedman

Edward Huntington Memorial Mathematical Prize Scholarship
Michael Anthony Marcal

Willard Bostwick Marsh Prize Scholarships
Seniors, Jeffrey Richard Martin, James Scott Matthews, James Branche Oliver; *Junior,* John F. LaPenta

Frank Humphrey Ristine Prize Scholarship
Robert Delano Dolan, Jr.

Oren Root Prize Scholarships
John F. LaPenta, Robert V. Strehlow

Vrooman Prize Scholarship
Terrence John Farrell

The Board of Trustees

William M. Bristol III, *Chairman*
Coleman Burke, *Vice Chairman*
David V. Smalley, *Clerk*

Trustees Emeriti

Edgar W. Couper, LL.D., *Binghamton*	1937	Life
Clancy D. Connell, LL.D., *Westfield, N.Y.*	1944	Life
William C. Bolenius, A.B., *New York*	1945	Life
Willard B. Eddy, M.S., *Rochester*	1947	Life
Grant Keehn, LL.D., *New York*	1948	Life
Howard M. Bingham, B.S., *Asheville, N.C.*	1952	Life
Louis N. Brockway, LL.D., *Greenwich, Conn.*	1958	Life
William M. Bristol, Sr., LL.D., *New York*	1959	Life
Fred L. Palmer, A.B., *Summit, N.J.*	1961	Life
Willis V. Daugherty, LL.D., *Clinton*	1962	Life
W. Niver Wynkoop, A.B., *Syracuse*	1964	Life
Ned Doyle, LL.B., *New York*	1966	Life

Charter Trustees

Coleman Burke, LL.B., *New York*	1956	1980
Walter Beinecke, Jr., LL.D., *New York*	1960	1979
William M. Bristol III, A.B., *Newtown, Pa.*	1965	1979
Ralph E. Hansmann, M.B.A., *Ridgewood, N.J.*	1969	1983
Sol M. Linowitz, LL.B., *Washington, D.C.*	1969	1983
John H. Niemeyer *A.B., New York*	1971	1981
Lee H. Bristol, Jr., LL.D., *Princeton, N.J.*	1971	1981
Richard W. Couper, LL.D., *New York*	1971	1978
George R. Cogar, *Utica*	1971	1981
Edward Gelsthorpe, B.S., *Boston, Mass.*	1972	1980
James L. Ferguson III, M.B.A., *Wilton, Conn.*	1973	1982
Hugh R. Jones, LL.D., *Utica*	1973	1979
J. Carter Bacot, LL.B., *Montclair, N.J.*	1974	1978
J. Martin Carovano, Ph.D., *Clinton*	1974	
Robert G. Howard, A.B., *New York*	1975	1983
James T. Rhind, LL.B., *Chicago, Ill.*	1975	1982

Alumni Trustees

Robertson Mackay, A.B., *Hartford, Conn.*	1973	1980
Gordon M. Hayes, A.B., *Clinton*	1974	1978
Ellis E. Bradford, M.A., *New York*	1974	1978
David V. Smalley, LL.B., *New York*	1974	1978
Charles T. Bates, LL.B., *New York*	1975	1979
Richard M. FitzSimmons, J.D., *Milwaukee, Wisc.*	1975	1979
Lyman C. Ogilby, D.D., *Philadelphia, Pa.*	1975	1979
Harlan D. Calkins, A.B., *Rochester*	1976	1980
Maurice C. Clifford, M.D., *Philadelphia*	1976	1980
Bernard F. Combemale, A.B., *New York*	1977	1981
David E. Harden, A.B., *McConnellsville, N.Y.*	1977	1981
Legare R. Hole, B.S., *Auburn, N.Y.*	1977	1981

The Faculty

John Martin Carovano, *President*
A.B., Pomona College; A.M. and Ph.D., University of California at Berkeley; LL.D., Hamilton College

Sidney Wertimer, Jr., *Provost*
B.S., University of Pennsylvania; A.M., University of Buffalo; Ph.D., London School of Economics

Walter Lawrence Gulick, *Dean of the College*
A.B., Hamilton College; A.M., University of Delaware; Ph.D., Princeton University

James Frederick Traer, *Associate Dean of the College*
A.B., College of Wooster; A.M., J.D., and Ph.D., University of Michigan

Christopher W. Covert, *Dean of Admission*
A.B., Hamilton College; A.M., Case Western Reserve University

Emeriti

James Alvin Adkins
Associate Professor of Mathematics; B.S., United States Naval Academy; M.S., Purdue University

Sidney Bachley Bennett
Secretary of Admission; A.B., Hamilton College

George Harvey Cameron
Professor of Physics; B.S., University of Saskatchewan; Ph.D., California Institute of Technology

Robert Rose Carson
Associate Professor of Speech; B.S., Hamilton College; A.M., Hobart College

Earl Wendell Count
Professor of Anthropology; A.B., Williams College; B.D., Garrett Biblical Institute; Ph.D., University of California at Berkeley

John Sake Gambs
Professor of Economics; A.B. and A.M., George Washington University; Ph.D., Columbia University

Charles Augustus Godcharles
Professor of Psychology; A.B., Bucknell University; A.M. and Ph.D., Duke University

Edgar Baldwin Graves
Professor of History; A.B., Haverford College; A.M. and Ph.D., Harvard University; LL.D., Haverford College

James Franklin Hunt
Professor of Education; B.S., University of Pennsylvania; M.S., Massachusetts State College; Ph.D., Yale University

Thomas McNaughton Johnston
Professor of English; B.S., Washington and Jefferson College; A.M., Tulane University; Ph.D., Duke University

Otto Karl Liedke
Professor of German; Berlin Oberrealschule; A.M. and Ph.D., Cornell University

John Robert Mattingly
Professor of Latin; A.B., University of Chicago; Ph.D., Yale University

Colin Finnie Miller
Professor of Religion; A.M. and B.D., Glasgow University; D.D., Susquehanna University

George Lyman Nesbitt
Professor of English; A.B., Hamilton College; A.M. and Ph.D., Columbia University

C. Stanley Ogilvy
Professor of Mathematics; A.B., Williams College; A.M., Columbia University; Ph.D., Syracuse University

Paul Parker
Professor of Art; A.B., University of Illinois; A.M., University of Chicago

James Penney
Professor of Art; B.F.A. University of Kansas

Walter Pilkington
Librarian; A.B., Brown University; A.M., University of Chicago

Philip Virgilius Rogers
Professor of Biology; A.B. and A.M., Hamilton College; Ph.D., Yale University

Charles Lafayette Todd
Professor of Speech; B.S., Hamilton College; A.M. Columbia University

Winton Tolles
Dean of the College; A.B. and A.M., Hamilton College; Ph.D., Columbia University; Litt. D., Delaware Valley College; L.H.D., Hamilton College

Mox Arthur Weber
Professor of Physical Education; A.B., Oberlin College; A.M., Columbia University

Active

The listing is alphabetical without respect to rank and the date indicates the year of initial appointment to the Faculty. The letters **f**, **w**, and **s** following a name indicate terms of leave or off-campus teaching. The active Faculty includes 35 Professors, 24 Associate Professors, 26 Assistant Professors, 8

Instructors, and 2 Lecturers, 82 percent of whom hold the doctorate or other appropriate terminal degree.

Brian Pinnel Ackerman (1977)
Visiting Assistant Professor of Psychology; A.B., Rutgers University; Ph.D., State University of New York at Stony Brook.

Jack Alexander (1977)
Visiting Assistant Professor of Anthropology; A.B., Haverford College; A.M., Harvard University; A.M. and Ph.D., University of Chicago

John Timothy Anderson (1967)
Associate Professor of Mathematics under the Samuel F. Pratt Endowment; A.B., Hamilton College; Ph.D., Duke University

Frank Michael Anechiarico (1976)
Instructor in Government and Director, Washington Semester Program; A.B., Hamilton College; A.M., Indiana University

Edwin Blois Barrett, Jr. (1950) **f**
Hamilton Alumni Memorial Professor of English; A.B., Macalester College; A.M., University of Minnesota; Ph.D., Columbia University

Gregory Joseph Batt (1948)
Professor of Physical Education and Head Coach, Hockey and Tennis; A.B., Colgate University

Russell Thorn Blackwood III (1957)
John Stewart Kennedy Professor of Philosophy; A.B., Dartmouth College; A.M., Colgate University; Ph.D., Columbia University

Judith Ann Bland (1974) **fws**
Assistant Professor of Biology; A.B., Thomas More College; A.M. and Ph.D., Indiana University

Stephen Bonta (1961)
Professor of Music; A.B., Yale University; A.M., Columbia University; A.M. and Ph.D., Harvard University

James Bradfield (1976)
Assistant Professor of Economics; A.B., A.M., and Ph.D., University of Rochester

Austin Eugene Briggs, Jr. (1957)
Professor of English; A.B., Harvard University; A.M. and Ph.D., Columbia University

Kathryn Gail Brock (1977)
Instructor in English; A.B. and A.M., University of North Carolina at Chapel Hill

Robert Marcellus Browning (1949)
Marjorie and Robert W. McEwen Professor of German; A.B., William Jewell College; A.M. and Ph.D., Princeton University

Rand Carter (1970)
Associate Professor of Art; A.B., Columbia University; M.F.A. and Ph.D., Princeton University

A. Duncan Chiquoine (1966)
Stephen Harper Kirner Professor of Biology; A.B., Swarthmore College; Ph.D., Cornell University

Patricia Francis Cholakian (1971) **fws**
Assistant Professor of French; A.B., Bates College; A.M., Middlebury College; Doctorat d'Université de Paris

Rouben Charles Cholakian (1963) **fws**
Professor of Romance Languages and Director, Junior Year in France, 1977-78; A.B., Bates College; A.M. and Ph.D., Columbia University

Thomas Edward Colby (1959)
Munson Professor of the German Language and Literature; A.B., Hamilton College; A.M. and Ph.D., Princeton University

Leland Earl Cratty, Jr. (1958)
Professor of Chemistry; B.S., Beloit College; Ph.D., Brown University

James S. A. Cunningham (1968)
Edward North Professor of Classics; A.M. and B.D., University of Glasgow; B. Litt., University of Oxford; A.M. and Ph.D., Princeton University

Francoise Davis (1961)
Instructor in French; Baccalauréat ès Lettres, Bordeaux; Licence ès Lettres, Bordeaux

James Bolton Davis (1958)
Professor of French; A.B., Williams College; A.M., Middlebury College; Ph.D., University of Pennsylvania

Donald John Denney (1957)
Professor of Chemistry; B.S., University of Pennsylvania; Ph.D., Brown University

David Maldwyn Ellis (1946)
Philip Virgilius Rogers Professor of American History; A.B., Hamilton College; A.M. and Ph.D., Cornell University

John Francis Ellis (1959)
Professor of Biology; A.B. and A.M., Amherst College; Ph.D., University of Edinburgh

Melvin Becker Endy, Jr. (1966)
Associate Professor of Religion; A.B., Princeton University; B.D., Yale University Divinity School; A.M. and Ph.D., Yale University

James Michael Falvey (1975)
Assistant Professor of Economics; A.B., Williams College; Ph.D., Michigan State University

Northrup Fowler III (1974) **fws**
Assistant Professor of Mathematics; A.B., Bowdoin College; M.S. and Ph.D., Rutgers University

Nicolas John Gerold (1951)
Stone Professor of Biology; A.B. and M.S., Brown University; Ph.D., Cornell University

George Albert Gescheider (1964)
Professor of Psychology; B.S., Denison University; M.S., Tulane University; Ph.D., University of Virginia

John Swan Gordon (1975)
Assistant Professor of English; A.B., Hamilton College; A.M. and Ph.D., Harvard University

Walter Lawrence Gulick (1975)
Professor of Psychology and Dean of the College; A.B., Hamilton College; A.M., University of Delaware; Ph.D., Princeton University

Franklin Grant Hamlin (1948)
Professor of French; A.B., Bowdoin College; A.M. and D.M.L., Middlebury College; Diplôme de l'Ecole Supérieure des Professeurs de Francais á l'Etranger, Universite de Paris

David Hawley (1954)
Professor of Geology; B.S., University of Vermont; M.S., Cornell University; Ph.D., Columbia University

Eloise Alexander Henderson (1976)
Instructor in English; A.B., Duke University; A.M., University of North Carolina

Douglas James Herrmann (1973) **fws**
Assistant Professor of Psychology; B.S., U.S. Naval Academy; M.S. and Ph.D., University of Delaware

Hal L. Holladay (1976)
Instructor in English; A.B., Washington & Lee University; A.M., Vanderbilt University

James Franklin Hunt (1946)
Visiting Professor of Education; B.S., University of Pennsylvania; M.S. Massachusetts State College; Ph.D., Yale University

Derek Charles Jones (1972)
Assistant Professor of Economics; A.B., University of Newcastle upon Tyne; M.Sc., London School of Economics; A.M. and Ph.D., Cornell University

Donald Maxstadt Jones (1949)
Professor of Physical Education and Head Coach, Football and Golf; B.S. and A.M., Rutgers University

Grant D. Jones (1968) **fws**
Associate Professor of Anthropology; A.B., Florida State University; A.M. and Ph.D., Brandeis University

Esther Sue Kanipe (1976)
Assistant Professor of History; A.B., University of North Carolina at Greensboro; A.M. and Ph.D., University of Wisconsin

Steven Andrew Kaufman (1975)
Assistant Professor of Philosophy; A.B., Rutgers University; Ph.D., University of Pennsylvania

Robin Bryan Kinnel (1966)
Associate Professor of Chemistry; A.B., Harvard University; Ph.D., Massachusetts Institute of Technology

Larry E. Knop (1977)
Assistant Professor of Mathematics; B.S., University of Washington; M.S., University of Miami; Ph.D., University of Utah

Edwin Borden Lee, Jr. (1958)
Professor of History; A.B., Duke University; A.M. and Ph.D., Columbia University

David Cary Lehman (1976)
Assistant Professor of English; A.B., Columbia University; A.M., Cambridge University

William Mark LeoGrande (1976)
Visiting Assistant Professor of Government; A.B., A.M. and Ph.D., Syracuse *University*

Eugene Lewis (1967) **fws**
Associate Professor of Government and The George Cogar Research Professor; A.B., Temple University; A.M., Indiana University; Ph.D., Syracuse University

Dwight Newton Lindley (1952)
Hamilton B. Tompkins Professor of English Literature; A.B., Hamilton College; A.M. and Ph.D., Columbia University

Eugene Milton Long (1953)
Professor of Physical Education and Head Coach, Track and Cross Country; B.S. and M.S., State University of New York at Cortland

Anne L. Ludington (1975)
Assistant Professor of Mathematics; B.S., Wheaton College; M.S. and Ph.D., Michigan State University

Dennis Lukas (1976)
Visiting Assistant Professor of Art; Dipl. Schola Cantorum of St. Michael's Cathedral, Toronto; Dipl. Montreal Museum School of Fine Arts

Frederick Wellington MacDonald, Jr. (1966)
Associate Professor of Physical Education and Head Coach, Swimming; B.S. and M.S., Springfield College

Ivan Marki (1965)
Associate Professor of English; A.B., University of Alberta; A.M. and Ph.D., Columbia University

Lawrence Robert McManus (1960)
Professor of Biology; B.S., M.Ed. and Ph.D., Cornell University

Donald Carlton Mead (1975)
Associate Professor of Economics; A.B., Haverford College; A.M. and Ph.D., Yale University

Jeremy Tyler Medina (1968)
Associate Professor of Spanish; A.B., Princeton University; A.M., Middlebury College; Ph.D., University of Pennsylvania

David Richard Millar (1963)
Associate Professor of History; A.B. and A.M., George Washington University; Ph.D., Cornell University

Peter J. Millet (1968)
Associate Professor of Physics under the Litchfield Endowment; B.S., Renssalaer Polytechnic Institute; M.S. and Ph.D., Syracuse University

Marcel Ian Moraud (1950)
Burgess Professor of Romance Languages; Baccalauréat ès Lettres, Limoges; A.M., University of Texas; Licence ès Lettres and Diplôme D'Etudes Supérieures; Doctorat d'Université de Paris

Thomas Edward Murphy (1970)
Associate Professor of Physical Education and Head Coach, Basketball; B.S. and M.Ed., Springfield College

Alvan L. Nickerson, Jr. (1976)
Instructor in Physical Education; B.S., University of Massachusetts; A.M., Central Connecticut State College

John Higbee O'Neill (1972)
Associate Professor of English; B.S., University of Wisconsin at LaCrosse; A.M. and Ph.D., University of Minnesota

Philip M. Pearle (1969)
William R. Kenan Professor of Physics; B.S., M.S., and Ph.D., Massachusetts Institute of Technology

Donald Brandreth Potter (1954)
Professor of Geology; A.B., Williams College; A.M., Brown University; Ph.D., California Institute of Technology

Gordon Dudley Prichett (1972)
Associate Professor of Mathematics; A.B., Williams College; A.M. and Ph.D., University of Wisconsin

Channing Bulfinch Richardson (1952)
Henry P. Bristol Professor of International Affairs; A.B., Amherst College; Ph.D., Columbia University

Elizabeth Muir Ring (1968)
Assistant Professor of Philosophy; A.B. and A.M., University of Manitoba; Ph.D., Brown University

James Walter Ring (1957)
Winslow Professor of Physics; A.B., Hamilton College; Ph.D., University of Rochester

David Peter Robbins (1977)
Visiting Assistant Professor of Mathematics; A.B., Harvard College; Ph.D., Massachusetts Institute of Technology

Landon Gale Rockwell (1950)
James S. Sherman Professor of Political Science; A.B., Dartmouth College; A.M. and Ph.D., Princeton University

Henry John Rutz (1976)
Assistant Professor of Anthropology; A.B., Lawrence University; A.M., University of Hawaii; Ph.D., McGill University

Robert L. Simon (1968)
Associate Professor of Philosophy; A.B., Lafayette College; Ph.D., University of Pennsylvania

David Lawrence Smallen (1972)
Assistant Professor of Mathematics and Director of the Hamilton and Kirkland Computer Center; B.S. and M.S., State University of New York at Albany; Ph.D., University of Rochester

Richard F. Somer (1977)
Visiting Assistant Professor of Speech; A.B., University of Illinois; A.M., Southern Illinois University; Ph.D., University of Illinois

Lee Seaman Spear (1973)
Assistant Professor of Music; A.B., Oberlin College

Michael Robert Steiner (1977)
Visiting Instructor in Biology; B.S., Lebanon Valley College; A.M., M.S.T., State University of New York at Binghamton

Orest Subtelny (1975)
Assistant Professor of History; A.B., Temple University; A.M., University of North Carolina at Chapel Hill; Ph.D., Harvard University

Richard Peter Suttmeier (1970)
Associate Professor of Government; A.B., Dartmouth College; Ph.D., Indiana University

Jose Bernardo Tato (1967)
Associate Professor of Spanish; A.B. and B.S., Camaguey Institute; LL.D., University of Havana; A.M. and Ph.D., Rutgers University

James Frederick Traer (1969)
Associate Professor of History and Associate Dean of the College; A.B., College of Wooster; A.M., J.D., and Ph.D., University of Michigan

Robert Grenville Van Buskirk (1975)
Instructor in Biology; A.B. and M.A.T., University of Vermont

Jonathan Vaughan (1971)
Associate Professor of Psychology; A.B., Swarthmore College; A.M. and Ph.D., Brown University

Manfred E. von Schiller (1959)
Associate Professor of Physical Education and Head Coach, Soccer and

Lacrosse; B.S., State University of New York at Brockport; A.M., St. Lawrence University

Frederick Reese Wagner (1969) **ws**
Associate Professor of English; A.B., A.M., and Ph.D., Duke University

Valerie Margaret Warrior (1973) **f**
Associate Professor of Classics; A.B., Cambridge University; A.M., McMaster University; Ph.D., University of London

Sydna Stern Weiss (1974)
Assistant Professor of German; A.B., Vassar College; A.M., Middlebury College; A.M. and Ph.D., Princeton University

Sidney Wertimer, Jr. (1952)
Leavenworth Professor of Economics and Provost of the College; B.S., University of Pennsylvania; A.M., University of Buffalo; Ph.D., London School of Economics

Hermine Weigel Williams (1974)
Lecturer in Religion; A.B. and A.M., Vassar College; Ph.D., Columbia University

Jay Gomer Williams (1960)
Walcott-Bartlett Professor of Ethics and Christian Evidences; A.B., Hamilton College; M.Div., Union Theological Seminary; Ph.D., Columbia University

David Roy Wright (1973)
Assistant Professor of Art; A.B., Williams College; M.F.A. and Ph.D., Princeton University

Warren E. Wright (1960)
Professor of Speech; A.B. and A.M., Emerson College; Ph.D., University of Illinois

David N. Young (1969)
Associate Professor of Russian; A.B., Princeton University; A.M. and Ph.D., Columbia University

Lawrence Karn Yourtee (1948)
Childs Professor of Chemistry; B.S., Washington College; M.S., Georgia Institute of Technology; Ph.D., University of Texas

Special and Part-Time Appointments

E. Donald Alberico
Assistant Basketball Coach; B.S., University of Massachusetts

Stephen Best
Instructor in Music (organ, harpsichord and basic piano); A.B. and M. Mus., Syracuse University

Charles B. Bradbury, Jr.
Assistant Football Coach; B.S. and A.M., St. Lawrence University

Paul J. Drobin
Newman Chaplain; A.B., St. Bernard's Seminary and College; A.M., University of Detroit

John Flaver
Instructor in Music (woodwind ensembles)

Shirley Hughes
Instructor in Education; A.B. and A.M., Syracuse University

Mary Armistead Jones **fws**
Instructor in Music (piano); M.Mus., Florida State University

John G. Karin
Assistant Hockey Coach; B.S., University of Nebraska

Richard Loomis
Assistant Football Coach; B.S., State University of New York at Cortland

Robert L. North
Junior Varsity Basketball Coach and Baseball Coach; B.S., Utica College

Sanford Trachtenberg
Program Advisor to Jewish Students, A.B., Rhode Island College; A.M., Brandeis University

JoElyn Wakefield-Wright
Instructor in Voice; A.B., Pfeiffer College; M.Mus., Indiana University

John F. Woeppel
Assistant Football Coach; B.S., University of Notre Dame

Standing Faculty Committees

The President is an *ex officio* member of all committees, with the exception of Board of Six.

Board of Six: Six members of the Faculty, names held by the Secretary of the Faculty

Committee on Academic Policy: Gulick, *ex officio*; Traer, *ex officio*; Endy; Marki; Millet; Simon; Suttmeier; Vaughan

Committee on Appointments: Blackwood (alternate); Cratty (alternate); Lee; J. Ring; J. Williams

Academic Council: Gulick, *ex officio*; Medina, *ex officio*; O'Neill; Pearle; E. Ring

Committee on Admission and Financial Aid: Covert, *ex officio*; Wingert, *ex officio*; Bingham, *ex officio*; Traer, *ex officio*; Lee; Ludington; Millar; Weiss; W. Wright

Committee on Academic Standing: Bingham, *ex officio*; Traer, *ex officio*; Cratty; Kaufman; Mead; Suttmeier; Wagner

Committee on the Library: Stenstrom, *ex officio*; Gulick, *ex officio*; Wertimer, *ex officio*; Falvey, J. Williams

Committee on Student Activities: Bingham, *ex officio*; J. Davis; Gerold; O'Neill

Provost's Advisory Committee: Wertimer, *ex officio*; Gulick, *ex officio*; Briggs; Chiquoine; Denney; Millar

Committee on Cultural Activities: Wertz, *ex officio*; Carter; Bonta; Young

Committee on Reading: Endy; O'Neill

Administrative Officers And Staff

Office of the President

John Martin Carovano, Ph.D., *President*
Carol Locke, A.M., *Assistant to the President*

Office of the Provost

Sidney Wertimer, Jr., Ph.D., *Provost*
F. Julian Jordan, M.B.A., *Chief Business Officer*
Ronald F. MacDonald, A.B., *Chief Purchasing Officer*
Donald T. Conover, B.S., *Chief Accountant*
David L. Smallen, Ph.D., *Director of the Computer Center*
Louis E. Ouimette, *Operations Manager, Computer Center*
Arthur G. Jewett, *Director of Physical Plant*
Robert J. Fauss, Jr., *Assistant Director of Physical Plant*
Frank A. Jipson, Jr., *Assistant Director of Physical Plant*
Kenneth P. Kogut, M.Ed., *Director of Financial Aid*
Andrew W. Wertz, A.B., *Director of the William M. Bristol Campus Center*
David A. Cannamela, *Manager of the College Store*
Beatrice Lieberman, A.B., *Director of the Career Center*
Lettie Tourville, *Supervisor of the Edward W. Root Art Center*

Office of the Dean

Walter Lawrence Gulick, Ph.D., *Dean of the College*
James Frederick Traer, Ph.D., *Associate Dean of the College*
R. Gordon Bingham, A.M., *Dean of Students*
James C. Fitchett, A.M., *Registrar*
Virginia B. Oliver, *Assistant to the Registrar*
C. Christine Johnson, B.S., *Director, Higher Education Opportunity Program*
Joel W. Tibbetts, Ph.D., *Lecturer and Chaplain*

Office of Communications and Development

Joseph F. Anderson, A.B., *Vice President, Communications and Development*
John Mavrogenis, M.S., *Associate Director of Development*
Scott W. Belleman, A.B., *Director of Alumni Affairs*
Jonathan S. Berry, A.B., *Assistant Director of Development*
Roy Schecter, M.S., *Assistant Director of Communications/Publications*
Curt Smith, A.B., *Assistant Director of Communications/College Relations*

Office of Admission

Christopher W. Covert, A.M., *Dean of Admission*
Lawrence Wingert, A.B., *Assistant Director of Admission*

The Library

Ralph Stenstrom, Ph.D., *Librarian*
Vittoria I. Mondolfo, Dott. Chim., *Assistant Librarian and Head of Technical Services*
Frank K. Lorenz, M.L.S., *Reference Librarian*
Keith Washburn, M.L.S., *Assistant Reference Librarian*
David William Lewis, M.S., *Assistant Reference Librarian*
Margaret Hurley, Ph.D., *Cataloguer*
Joan Wolek, *Head, Interlibrary Loan Department*
Helene M. Browning, *Head, Circulation Department*
L. Evelyn Canfield, *Assistant, Circulation Department*
Abigail Morton, *Head, Acquisitions Department*
Ruth E. Melvin, *Head, Serials Department*
Dorothy D. Buckley, *Emerson Library*
Betty O'Brien, *Science Library*

Thomas Brown Rudd Health Center

William R. Klingensmith, M.D., *Medical Director*
Harold P. Rizika, M.D., *Associate Medical Director*
Don T. Muilenberg, Ph.D., *Clinical Psychologist*
Jeanne Culkin, R.N., *Supervising Nurse*
Ellen Conway, R.N., *Nurse*
Paula M. Lorraine, R.N., *Nurse*
Martha McNeil, R.N., *Nurse*
Barbara Faville, R.T., *X-ray and Lab Technician*

Minor Theater

Carol A. Bellini-Sharp, Ph.D., *Director*

The Kirkland Faculty

Arts Division

Robert B. Muirhead
Chair of the Arts Division and Associate Professor of Visual Arts; B.F.A., Rhode Island School of Design, 1961; M.F.A., Boston University, School of Fine Arts, 1964

Carol A. Bellini-Sharp **f**
Assistant Professor of Drama and Director of the Theater; B.A., Pennsylvania State University 1966; M.A., Pennsylvania State University, 1966; Ph.D., Carnegie-Mellon University, 1971

Michael Burkard
Assistant Professor of Creative Writing; B.A., Hobart College, 1968; M.F.A., University of Iowa, 1973

Steven Liebman
Assistant Professor of Film; B.A., Brooklyn College, 1966; M.F.A., Rhode Island School of Design, 1970

Harris Lindenfeld
Assistant Professor of Music; B.A., University of Virginia, 1969; M.A., University of Virginia, 1971; D.M.A., Cornell University, 1975

Susan Lyman
Assistant Professor of Sculpture; B.F.A., University of Michigan, 1971; M.F.A., University of Michigan, 1976

Robert Palusky
Assistant Professor of Ceramics; B.F.A., Wisconsin State University, 1967; M.A., Wisconsin State University, 1968; M.F.A., Rochester Institute of Technology, School of American Craftsmen, 1969

Jay Reise
Assistant Professor of Music; B.A., Hamilton College, 1972; M.A., University of Pennsylvania, 1975

William Rosenfeld
Professor of Creative Writing; B.A., Utica College of Syracuse University, 1951; M.A., University of Minnesota, 1954; Ph.D., University of Minnesota, 1961

William Salzillo
Assistant Professor of Visual Arts; B.A., Middlebury College, 1968; B.F.A., Rhode Island School of Design, 1971; M.F.A., Cranbrook Academy of Art, 1973

Rodney John Umlas
Assistant Professor of Theatre; B.A., Cornell University, 1966; M.F.A., Columbia, 1968

Mary Jane Warner
Assistant Professor of Dance; B.A., University of Toronto, 1963; M.A., Ohio State University, 1971; Ph.D., Ohio State University, 1974

Kelly Yeaton
Visiting Professor of Theater; B.S., Tufts University, 1932; M.A., University of Washington, 1938

Humanities Division

Ursula S. Colby
Chair of the Humanities Division and Professor of Literature; B.A., Barnard College, 1950; M.A., Columbia University, 1952; Ph.D., Columbia University, 1961

Alan Richard Armstrong
Visiting Assistant Professor of Literature; B.A., Ohio Wesleyan University, 1969; M.A., Cornell University, 1973; Ph.D., Cornell University, 1975

Samuel F. Babbitt
Professor of American Literature and President of the College; B.A., Yale College, 1953; M.A., Yale University, 1957; Ph.D., Yale University, 1965

George W. Bahlke
Associate Professor of Literature; B.A., College of the University of Chicago, 1953; B.A., Swarthmore College, 1955; M.A., The University of Chicago, 1956; Ph.D., Yale University, 1960

Esther Barazzone
Instructor of History; B.A., New College, 1967; M.A., Columbia University, 1968

Catherine S. Frazer
Professor of Philosophy and Dean of Academic Affairs; B.A., Wellesley College, 1946; M.A., Yale University, 1948; Ph.D., Yale University, 1951

William Hoffa
Associate Professor of Literature; B.A., University of Michigan, 1961; A.M., Harvard University, 1962; Ph.D., University of Wisconsin, 1967

Ralph E. Lieberman
Assistant Professor of Art History; B.A., Brandeis University, 1961; M.A., New York University, 1964; Ph.D., New York University, 1972

Stephen Lipmann
Assistant Professor of Literature; A.B., Antioch College, 1962; Ph.D., University of Oregon, 1972

David S. Locke
Assistant Professor of American Studies; B.A., Cornell University, 1962; M.A., Cornell University, 1964; Ph.D., Brown University, 1971

Peter T. Marcy
Professor of History; A.B., Hamilton College, 1959; M.A., Claremont Graduate School, 1960; Ph.D., Claremont Graduate School, 1964

David B. Miller
Assistant Professor History; B.A., Yale College, 1965; M.A., Yale University, 1967; M.Phil., Yale University, 1969; Ph.D., Yale University, 1971

Phyllis S. Morris
Assistant Professor of Philosophy; B.A., University of California at Berkeley, 1953; M.A., Colorado College, 1963; Ph.D., University of Michigan, 1969

Ellen Joan O'Brien
Assistant Professor of Literature; B.A., Kirkland College, 1972; M.A., Yale University, 1974; M.Phil., Yale University, 1975;Ph.D., Yale University, 1976

Elizabeth Potter
Assistant Professor of Philosophy; B.A., Agnes Scott College, 1969; M.A., Rice University, 1973; Ph.D., Rice University, 1974

Nancy S. Rabinowitz
Assistant Professor of Literature; B.A., City College, City University of New York, 1967; M.A., University of Chicago, 1972; Ph.D., University of Chicago, 1976

Peter J. Rabinowitz
Assistant Professor of Literature; B.A., University of Chicago, 1965; M.A., University of Chicago, 1965; Ph.D., University of Chicago, 1972

Carol S. Rupprecht **fws**
Assistant Professor of Literature; B.A., University of Virginia, 1962; M.A., Yale University, 1963; M.Phil., Yale University, 1973

Richard Werner
Assistant Professor of Philosophy; B.A., Rutgers University, 1970; M.A., University of Rochester, 1973; Ph.D. University of Rochester, 1974

Sciences Division

Nadine F. George
Chair of the Sciences Division and Assistant Professor of History of Science; A.B., University of Minnesota, 1946; M.A., Columbia University, 1950; M.A., Southern Methodist University, 1968; Ph.D., Cornell University, 1974

Robert Ellison
Assistant Professor of Computer Science; B.A., Lewis and Clark College, 1965; M.S., Purdue University, 1967; Ph.D., Purdue University, 1970

Sue Ann Miller
Assistant Professor of Biology; B.A., University of Colorado, 1969; M.A., University of Colorado, 1971; Ph.D., University of Colorado, 1973

Frank E. Price
Assistant Professor of Biology; A.B., Hamilton College, 1968; Ph.D., University of Colorado, 1974

Eugene C. Putala
Professor of Botany; B.S., University of Massachusetts, 1950; M.S., University of Massachusetts, 1952; Ph.D., University of California at Berkeley, 1965

Ruth G. Rinard
Assistant Professor of History of Science; B.A., Milwaukee Downer College, 1963; M.A., Cornell University, 1965; PhD., Cornell University, 1968

Social Sciences Division

John M. Bacheller
Assistant Professor of Government; B.A., Lehigh University, 1967; Ph.D., Syracuse University, 1972

David Begelman
Associate Professor of Psychology; B.A., Brooklyn College, 1955; M.A., New York University, 1960; M.A., Yeshiva University, 1961; Ph.D., Yeshiva University, 1966

Doris Collins
Associate Professor of Psychology; B.A., Smith College, 1951; Ph.D., Yale University, 1959

Dennis Gilbert
Assistant Professor of Sociology; B.A., University of California at Berkeley, 1965; M.A., University of Oregon, 1971

Evelyn Hendrick **fws**
Assistant Professor of Education; B.A., Syracuse University, 1954; M.Ed., Springfield College, 1967

Robert Kautz
Assistant Professor of Anthropology; A.A., Sacramento City College, 1969; B.A., University of California at Davis, 1972; Ph.D., University of California at Davis, 1976

Marvin M. Kowalewski
Visiting Assistant Professor of Education; B.S., Murray State University, 1962; M.A., Ball State University, 1967; Ph.D., Kent State University, 1973

Janet Lowry
Assistant Professor of Sociology; B.A., Hanover College, 1971; M.A., University of North Carolina at Chapel Hill, 1973; Ph.D., University of North Carolina at Chapel Hill, 1976

Don T. Muilenberg
Associate Professor of Psychology; B.A., University of Iowa, 1959; M.A., University of Iowa, 1961; M.A., University of Missouri at Columbia, 1965; Ph.D., University of Missouri at Columbia, 1968

Christopher Peterson
Assistant Professor of Psychology; B.S., University of Illinois, 1972; M.A., University of Colorado, 1974; Ph.D., University of Colorado, 1976

Douglas Raybeck **fws**
Associate Professor of Anthropology; B.A., Dartmouth College, 1964; M.A., Cornell University, 1968; Ph.D., Cornell University, 1974

Jeffrey A. Ross
Instructor of Government; B.A., Harpur College, State University of New York, 1969; M.A., University of Minnesota, 1972

Alphonse J. Sallett
Instructor of Sociology; B.A., Albright College, 1963; M.A., Syracuse University, 1965

Michele Teitelbaum
Visiting Instructor of Anthropology; B.A., Hunter College, 1970; M.A., Rutgers University, 1973

1977 Degrees in Course

The following symbols are used to indicate graduation with honors—Cum Laude *, Magna Cum Laude **, Summa Cum Laude ***, Phi Beta Kappa †, Sigma Xi ‡

Bachelor of Arts

Fred Morris Ackerson**
Guido Adelfio
Thomas Clemmar Allen
L. Randolph Amis III
Thomas Ward Arden
Alan Robert Armstrong
W. David Ashby*
Peter Edward Asten
Robert H. Attridge, Jr.
Roswell Park Bagley III
David Gerard Baker**
Michael Anthony Bannan**
Phillip William Barnhill
Brent Bennett Barriere
Peter Scott Barrows
Paul Michael Bawol
James Robert Benson
Jan Paul Berger ‡
Reed Gardner Bergwall
Stuart Mark Berlin
George Steven Bliss
William Carl Bornmann
Thomas Paul Bracaglia*
Jonathan Scott Brenner
Peter Bartlett Bressler
Steven Gifford Brooks
Kevin Joseph Brophy
Louis Clarence Brown, Jr.
Kevin Joseph Burns*
Richard Dale Burns
Arthur William Campagnoni
Kevin James Campbell
John Raymond Carter
Charles Reed Cary II
Thomas E. Charbonneau
Donald James Chizzonite
Howard Alan Colby
Kevin John Conway
Brian Robert Coombes
Mark Sullivan Curran
James Gerard DeBlois
Christopher Donald DeCamp*
Edward Middleton Drinker
John Patrick Driscoll
Charles Benner Earle
Lester Perrin Duke
Paul Raymond Edick
Adam David Eilenberg † ***
Edward Allen Ewald † ***
Thomas Merrill Ewing*
Bruce Alan Farmer
Patrick Michael Farrell
Stephen Matthew Feldman
Allan John Ferguson**
Peter Fieweger
Mark William Filipski
William Michael Finucane**
David Paul Fiorino
Michael Sean Flynn
Joseph Miskell Forand
Daniel Jameson Forbes
Edgar Mark Fox
Robert Dana Frisina †, ‡, ***
Matthew Stephen Fulton † **
Harry Gelb*
Shawn Patrick George
Gregory John Getz*
Joseph Lenny Gibson
George Richard Gillmore, Jr.
Horace Anthony Gioia, Jr.
Laurence Theodore Glickman*
Edward Samuel Gold
Steven Alan Goldenberg † ***
Thomas Mark Graefe †, ‡, ***
George Joseph Gramaglia
Stephen Knox Grasberger
David George Greenhalgh**
Thomas Gilmore Griffith
David Macfarlane Griggs
Scott Keith Grosfeld
Stephen George Grosjean
Hans Gulick
Kevin Frederick Hagan*
Donald Francis Haggerty

Alexander Morgan Hamilton
Erik Hansen
David E. Hanslowe
Steven Louis Hargrove
William George Harley*
Leo Herman Hart III
Warren Edward Hart
James Russell Harwood**
Timothy Scott Hausmann
Phillip Wayne Hayes † **
David Paul Hess
Renardo Lee Hicks
Philip C. Hildebrand
John Henry Williams Hinchcliff**
Jeffrey Louis Hjelm
Ho Swee Haut † **
Charles Prescott Hollands † ***
John West Hornor
Charles Reed Hudson
John Moss Joelson**
David Peter John
Erik Harkrader Johnson
Paul Kimball Johnson III
Kirby Alexander Joss
Lawrence Bernard Joyce
Cemal Kafadar
Eliot David Kagan
William Thomas Kahl
Douglas Greg Kahn*
Gregory Stuart Kaupp
Collins Frederick Kellogg, Jr.*
Dennis Bruce Sherrill Kernan
Charles Duncan Kerr
Walter David Kizielewicz
Kenneth Grant Klossner
Harry Kondoleon † ***
Eric Randall Kulp
David James Kumatz
Nai-Hang Kwong †, ‡, ***
Jean Lacombe
Antonio Francesco LaSorte
Bodger Walter Lehr, Jr.
Bruce Aron Levine**
Thomas McKean Lie-Nielsen
Peter Alan Linder
David Mark Lipkin
Nicholas J. Lore
Bobby Lee Lowe
Theodore Whitney Lowen
Daniel Phillip Luker**
Robert Thomas Lund
Robert Maurice Lust, Jr.
John Robertson Mackay
William Warren Maggio*
Stuart Roy Malis
Michael Anthony Marcal † ***
Gregory Robert Marsello
Paul Christopher Marsh
Jeffrey Richard Martin*
Thomas Gerard Masterson
James Scott Matthews**
Scott Douglas McLean
Mark Charles McMurray
Stephen Alan Milford
Andrew Hebb Miller
Robert Edward Miller
Steven Jay Mintz
Philip Christo Morris, Jr.
Howard Alexander Morrison † ***
Richard Thomas Mullaney
Eugene Frederick Muller
Bruce Allen Murphy
John Joseph Murphy
Jon Dieter Murphy
Peter David Nagrod*
Stephen C. Nee
Gary Wayne Neville
David Kimbel Nichols
Lars Nielsen
Keith Michael O'Brien
Mark Edward O'Brien
Patrick James O'Brien*
Robert Ochart
William G. O'Donnell, Jr.
Thomas Raymond Olin
James Branche Oliver
Charles Prentiss Orr, Jr.
John Thomas Ouderkirk, Jr.
Donald Joseph Over
Mark Leon Pacala † **
Paul Ginocchio Paganelli*
Theodore Joseph Papperman*
Matthew Brian Pecchenino
Bruce Bartlett Peckham
William DeWitt Peek, Jr.
Gregory Joseph Pepe
David Andrew Pisanelli*
Michael Francis Polvino
Robert James Portin
William Lawrence Pranchak
Andrew Emmet Pratt
Richard Robert Previdi**
Ronald Thomas Przestrzelski
John Collins Quinn, Jr.
William Michael Quinn, Jr. † **
J. Hachigelipoi Matheb Mul
Harong Raglmar
Joseph Andrew Readling † ***
Patrick Michael Regan
Robert Christopher Regan

Joseph Lewis Reppun
Robert Joseph Riccio
Robert Knox Rock
Henry John Rose † **
Mark Allan Rosenbaum
Raymond Nicholas Rossi
Jonathon Louis Roth
Robert Walter Rowan**
Neil James Rowe
David Ruben † ***
Thomas Arthur Ruppel † **
Mark Joseph Rybarczyk
Christopher Rocco Santoro
Antonio Sanz Domingo*
Steven Craig Savitsky
Jon Eric Schmeyer
Karl Frederick Schoch, Jr. ‡**
Steven Todd Seide
William Florenz Shafer
Louis Jay Shiro*
Steven Trotter Simmons † ***
Edward Michael Sinker
David Stewart Smith
Kevin Patrick Smith
Douglas James Snyder
Philip Gerard Spellane**
Lionel Lapointe Steiger*
Roderick Davis Stitt
Thomas Howard Stoenner
James Andrew Suslavich
David Edgemon Tabachnick
William Munroe Tarbell
Herbert Jeffrey Thomson*
David Farrington Thornton
Frank Tow
Mark Wolff Tredinnick
Jeffrey Robert Tulchin*
Kenneth Mays Turnbull
Jaye Thurber Tyler
Henry Zeller Urban
David Michael Walborn
Jeffrey Clark Wallace
Mark Andrew Walters
David Downing Ward*
Lincoln Daniel Weed**
Philip Ira Weinberg
Corey Jay Weiner
Peter Corbett Welsh
Francis Robert Wheeler III
Terry Lewis White*
David Charles Whitlock
John Harry Widman
Thomas Willis † **
Douglas James Wooldridge
Jonathan Lee Yarmis
Peter Yoskin
Benjamin K. B. Young
John MacLaurin Ziegler
Kurt Edward Ziemendorf
Stephen Arnak Zorthian
Daniel Patt Zwerner

List of Students

Class of 1978

Richard J. Abuhoff, *Westbury, N. Y.*
James Alleva, *Ardsley, N. Y.*
John J. Altieri, *Utica, N. Y.*
Chike O. Arah, *Norristown, Pa.*
Guy Arcidiacono, *Douglaston, N. Y.*
Donald F. Armento, *Jenkintown, Pa.*

John T. Baecher, *Sea Cliff, N. Y.*
Robert M. Bambic, *Clinton, N. Y.*
Daniel C. Barr, *Greenwich, Conn.*
Andrew T. Barrett, *Manhasset, N. Y.*
John G. Barron, *Vernon Center, N. Y.*
Robert J. Bauer, *Buffalo, N. Y.*
David S. Beer, *Hamburg, N. Y.*
Michael W. Belden, *Wilton, Conn.*
George A. Benedict, *Deposit, N. Y.*
Mark J. Berkowitz, *Utica, N. Y.*
John E. Boehmke, *Clinton, N. Y.*
Russell B. Boisvert, *Utica, N. Y.*
Michael R. Boshart, *Turin, N. Y.*
John P. Brennan, *Schenectady, N. Y.*
Stephen W. Brennen, *New York, N. Y.*
James E. Britt, *Castleton, N. Y.*
John C. Britton, *State College, Pa.*
Jonathan M. Buck, *Plattsburgh, N. Y.*
Gregory J. Bunger, *Weston, Conn.*
David C. Burgess, *Tucker, Ga.*
Andrew C. Burns, *Clinton, N. Y.*
Thomas N. Busch, *Amherst, N. Y.*
Thomas V. Butta, *Manhasset, N. Y.*

Christopher E. Cahill, *Rochester, N. Y.*
Lawrence D. Campbell, *E. Northport, N. Y.*
Timothy F. Carney, *New Hartford, N. Y.*
James A. Carouso, *Ekali, Athens, Greece*
Michael S. Casserly, *Princeton, N.J.*
Martin Chatzinoff, *Cinnaminson, N.J.*
Michael Chin, *Astoria, N. Y.*
George C. Christopherson III, *Oak Park, Ill.*
Jonathan R. Conklin, *Cranston, R.I.*
Sloan Cooper, *Wilmington, Del.*
Patrick M. Cooperman, *Essex, Conn.*
Louis Cordia, *Buffalo, N. Y.*
Brendan J. Costello, *Northport, N. Y.*
Robert H. Coughlin, *Schenectady, N. Y.*
John S. Cousineau, *Forestport, N. Y.*
Peter N. Cousins, *Chappaqua, N. Y.*
David H. Cowin, *Manhasset, N. Y.*
Leonard W. Crumb, *Morris, N. Y.*
James S. Cumming, *Bellport, N. Y.*

Benjamin S. Davis, *Cooperstown, N. Y.*
Clifford S. Davis, *Pittsburgh, Pa.*
John P. Davis, *Philadelphia, Pa.*
Michael E. Davis, *South Windsor, Conn.*
Richard R. Davis, *Carlisle, Mass.*
Thomas S. Davis, *Rochester, N. Y.*
Lawrence R. De Long, *Old Forge, N. Y.*
Anthony J. Di Gregorio, Jr., *Freeport, N. Y.*
Robert D. J. Dolan, *Hauppauge, N. Y.*
Thomas P. Dolan, *Clinton, N. Y.*
Christopher J. Doolittle, *Williamsville, N. Y.*
James W. Downs, Jr., *Suffern, N. Y.*

Stephen S. Eldredge, *Boston, Mass.*
Leslie E. Erwin, *Greenwich, Conn.*
Thomas A. Evans, Jr., *Clinton, N. Y.*

Howard N. Feldman, *Utica, N. Y.*
Samuel C. Finnell III, *Princeton, N.J.*
Gregory J. Fisher, *Rumford, Me.*
Christopher E. Fitzpatrick, *West Nyack, N. Y.*
Merrill E. Fliederbaum, *Bayside, N. Y.*
Frank J. Foder, *Staten Island, N. Y.*
Stanley T. Foo, *Ellenville, N. Y.*
William B. Fox, *Darien, Conn.*
James H. Franken, *Bedford, Mass.*
Michael H. Friedman, *Williamsville, N. Y.*
Barry G. Friends, *Rensselaer, N. Y.*

Martin S. Gizzi, *Mahopac, N. Y.*
Charles H. Gliedman, *Atlantic Beach, N. Y.*
Neal D. Gordon, *Linden, N.J.*
Douglas A. Gourley, *Centerville, Mass.*
Bayard H. Graf, *Devon, Pa.*
John F. Graney III, *New Milford, Conn.*
Earl G. Greene, *Omaha, Neb.*
Brian J. Grogan, *Vestal, N. Y.*
Richard J. Guertin, *Middletown, N. Y.*

Stephen A. Hajec, *Utica, N.Y.*
Alan D. Halperin, *Glen Aubrey, N.Y.*
Kurt R. Handschumacher, *Branford, Conn.*
Roby Harrington IV, *Darien, Conn.*
Stephen R. Haselton, *Millburn, N.J.*
Philip L. Hawkins, *St. Paul, Minn.*
John C. Hayes, *Burdett, N.Y.*
H. Harris Healy III, *Green Village, N.J.*
William S. Helmer, *Morrisville, N.Y.*
Thomas S. Hexner, *Concord, Mass.*
Francis J. Hickman, *Chestertown, Md.*
John B. Hickman, *Mahopac, N.Y.*
William Hoffman, *Plainfield, N.J.*
Brian R. Hogan, *West Hartford, Conn.*
Paul A. Hulleberg, *New Canaan, Conn.*
Giles G. Hunt, *Shady Side, Md.*
William P. Hutchings, *Tuckers Town, Bermuda*
William P. Hutchinson, *Hingham, Mass.*
Joseph C. Hutchison, *Cambridge, Mass.*

Willie E. Jackson, *Rome, N.Y.*
Jeffrey D. Jacob, *Binghamton, N.Y.*
Jeffrey P. Johnson, *Weston, Conn.*
Douglas C. Johnston, *Pittsford, N.Y.*

Paul J. Kalet, *Pompton Plains, N.J.*
George Kaloyeropoulos, *Messinia, Greece*
Steven J. Kantor, *Kingston, N.Y.*
Ahmet T. Karamustafa, *Ankara, Turkey*
Walter I. Kass, *Scarsdale, N.Y.*
Jeffrey T. Keller, *Westfield, N.Y.*
Stephen J. Kester, *Oradell, N.J.*
John B. Ketchum, *Kennebunk, Me.*
James R. Kielley, *Pound Ridge, N.Y.*
Christopher N. Kilbourne, *Ridgewood, N.J.*
John G. Klauberg, *Wantagh, N.Y.*
Scott G. Klein, *Bayside, N.Y.*
Marc S. Komisarow, *Atlanta, Ga.*
Peter Kroon, *Amherst, Mass.*

Thomas M. La Fountain, *Utica, N.Y.*
John F. Lapenta, *West Nyack, N.Y.*
Michael L. Lengvarsky, *Syracuse, N.Y.*
Thomas W. Lenney, *Massena, N.Y.*
David M. Liebers, *Schenectady, N.Y.*
Richard A. Lo Guidice, *Somerville, Mass.*
Michael P. Logal, *Buffalo, N.Y.*
Philip W. Lowe, *Westbury, N.Y.*
John P. Lundin, *Wyomissing, Pa.*

Thomas F. Maher, *Bronx, N.Y.*
Robert C. Malaby, *Lathrup Village, Mich.*
Michael L. Margolin, *Woodmere, N.Y.*
Mark W. Marinelli, *Poughkeepsie, N.Y.*
Charles V. Marotta, *Shaker Heights, Ohio*
Michael C. Martin, *Upper Montclair, N.J.*
Michael S. Marzano, *Newfoundland, N.J.*
Gregory Maynard, *Carlisle, Mass.*
William E. Mc Cann, *Douglaston, N.Y.*
James R. Mc Connaughy, *New York, N.Y.*
Robert J. Mc Cormick, *East Elmhurst, N.Y.*
Kevin M. Mc Donough, *Nutley, N.J.*
John M. Mc Kennan, *Utica, N.Y.*
Thomas P. Mc Loone, *N. Merrick, N.Y.*
Thomas A. Mc Shane, *New York, N.Y.*
John Malory McNeel, *New York, N.Y.*
Robert D. Millar, *Clinton, N.Y.*
Kenneth S. Miller, *Pleasantville, N.Y.*
Edward P. Molloy, *Simsbury, Conn.*
Bartholomew J. Moore, *Utica, N.Y.*
Steven A. Morelli, *Chappaqua, N.Y.*
Henry W. Morris, *Bronx, N.Y.*
Edward J. Murphy III, *Rochester, N.Y.*

James P. O'Connell, *Montpelier, Vt.*
Gerald M. O'Neill, *Brooklyn, N.Y.*
Thomas J. O'Malley, Jr., *Florham Park, N.J.*
Stephen E. Olson, *Cooperstown, N.Y.*
Kevin E. Osborne, *Carbondale, Pa.*

Donald W. Peters, *Rochester, N.Y.*
Kent M. Peterson, *Charlottesville, Va.*

Frederic A. Reid , *Edina, Minn.*
Michael A. Ricci, *Utica, N.Y.*
John G. Rice, *Summit, N.J.*
Peter H. Robbins, *Fair Lawn, N.J.*
David C. Rutstein, *Amherst, Mass.*
Robert J. Rzasa, *Hempstead, N.Y.*

Donald E. Salom, *Merrick, N.Y.*
Stephen A. Scherbarth, *West Hurley, N.Y.*
Donald T. Schmoll, *New City, N.Y.*
Arnold C. Schoenthaler III, *E. Brunswick, N.J.*
William E. Schu, *Hornell, N.Y.*
Andrew L. Schwab, *Belle Harbor, N.Y.*
Anthony M. Scibelli, *Rosedale, N.Y.*
Douglas G. Shaw, *New York, N.Y.*
Peter R. Sherman, *Bay Shore, N.Y.*
Steven A. Simon, *Caldwell, N.J.*
Stanford S. Singer, *Scarsdale, N.Y.*
William A. Sinsigalli, *Windsor, Conn.*
William S. Skinner, *Sioux City, Iowa*
Dennis M. Smith, *Westfield, N.Y.*
Mark M. Smith, *Derby, N.Y.*
Peter E. Smith, *Canastota, N.Y.*
Charles C. Smith, Jr. *Greenwich, Conn.*
Quentin J. Snyder, *Centerville, Ohio*

David B. Starczewski, *New Hartford, N.Y.*
John M. Staugaitis, *Farmingdale, N.Y.*
Paul J. Stellato, *Rome, N.Y.*
William H. Stephan, *Rochester, N.Y.*
Joel D. Stern, *Jericho, N.Y.*
Lawrence C. Stewart, *Waverly, N.Y.*
Chandler F. Stimmel, *Slingerlands, N.Y.*
Jeffrey N. Stoller, *Rochester, N.Y.*
Benjamin H. Stone III,*New York, N.Y.*
Robert Strehlow V, *Peoria, Ill.*
Daliel P. Sullivan, *Elmira, N.Y.*
Adam G. Sutcliffe, *Trumansburg, N.Y.*
Stephen Sutherland, *De Witt, N.Y.*
Dale J. Sweet, *Mohawk, N.Y.*

Samuel Tarantino, Jr., *S. Plainfield, N.J.*
Brian R. Taylor, *Gansevoort, N.Y.*
Joseph W. A. Thatcher, *Lookout Mountain, Tenn.*
Robert L. Thomas, *Brampton, Ontario, L6Y 1A8, Canada*
Wayne H. Thomson, *Northport, N.Y.*
Vito F. Tirone, *Bronx, N.Y.*
David M. Toomey, *N. Adams, Mass.*
Ethan J. Tower, *W. Newton, Mass.*
Gavin E. Townsend,*Mt. Kisco, N.Y.*
Jerome B. True, Jr., *Ithaca, N.Y.*
James B. Turner, *Bronxville, N.Y.*
Martin J. Tyksinski, *Rome, N.Y.*

Thomas C. Vance, *Melrose, Mass.*
Victor V. Vetters, *Troy, N.Y.*
Raymond Vinciguerra, *Garden City, N.Y.*
Christopher J. Von Kuhn, *North Salem, N.Y.*

Daniel W. Waldron, *Whitesboro, N.Y.*
Howard A. Wallack, *Rochester, N.Y.*
James B. Watson, *Schenectady, N.Y.*
Henry F. C. Weil, *Mt. Kisco, N.Y.*
Michael D. Weitzner, *Easton, Conn.*
Richard D. White, *Burnt Hills, N.Y.*
Mitchell R. Williams, *Remsen, N.Y.*
Randy J. Williams, *Rome, N.Y.*
John Williford, *Armonk, N.Y.*
Schuyler V. R. Winter, *Garden City, N.Y.*
Glen S. Wolther, *Valley Stream, N.Y.*
Bruce B. Wood, *Port Washington, N.Y.*
Stephen A. Woodward, *Wellesley, Mass.*

Mark E. Yingling, *Allison Park, Pa.*
Mark J. Yurkofsky, *Ardsley, N.Y.*
Brad J. Zoltick, *Trenton, N.Y.*

Class of 1979

Mark G. Adsit, *Rome, N.Y.*
Aron J. Ain, *Old Brookville, N.Y.*
Mark A. Annunziata, *Burlington, Mass.*
Frederick B. Arnold, *Hawthorne, N.Y.*
Bradford C. Auerbach, *Amherst, N.Y.*

David F. Balog, *Yonkers, N.Y.*
Kevin M. Barry, *Northport, N.Y.*
Mark S. Baum, *Carlisle, Pa.*
Bruce J. Baynes, *Rome, N.Y.*
Howard S. Berger, *Albany, N.Y.*
Edward G. Bernard, *Hartsdale, N.Y.*
Harry B. Besett, *Towson, Md.*
Ira S. Bieler, *Mahopac, N.Y.*
Thomas C. Billet, *Hastings/Hudson, N.Y.*
Alan J. Blasenstein, *Merrick, N.Y.*
Steven A. Bossone, *Utica, N.Y.*
William C. Bradbury, *Barneveld, N.Y.*
William R. Brancard, *Malverne, N.Y.*
Francis K. Brennan, *Barneveld, N.Y.*
Kurt E. Brombach, *Potsdam, N.Y.*
Steven G. Brown, *Whitesboro, N.Y.*
Clayton J. Bunt, *Cochecton, N.Y.*
Douglas L. Burgess, *Riverdale, N.Y.*
Kevin M. Burns, *Williamsville, N.Y.*
Thomas M. Bushey, *Monroe, N.Y.*

Jeffrey S. Cameron, *Brockport, N.Y.*
Robert B. Campbell, *Potsdam, N.Y.*
Joseph V. Cardone, *Medina, N.Y.*
Steven P. Carlson, *Holden, Mass.*
Andrew M. Casden, *N. Woodmere, N.Y.*
Christopher W. Casey, *Troy, N.Y.*
David P. Castellano, *Whitesboro, N.Y.*
Thomas J. Chisholm, *East Greenwich, R.I.*
Peter M. Clark, *Woodbury, Conn.*
Neil C. Clements, *Tucson, Ariz.*
Arthur P. Comolli III, *Radnor, Pa.*
Bradford V. Coryell, *Mt. Kisco, N.Y.*
Anthony M. Cotronea, *Rome, N.Y.*
John J. Coumbis, *Morris Plains, N.Y.*
Mark E. Covey, *Middlebury, Vt.*
Augustus T. Crocker, Jr., *Dover, Mass.*
Steven A. Culbertson, *Amherst, Mass.*

Daniel F. D'Amelio, *New York, N.Y.*
John W. Davis, *Wilbraham, Mass.*
Mark E. Davitt, *Syracuse, N.Y.*
Robert V. Delaney, *Garden City, N.Y.*
Michael J. Denney, *Clinton, N.Y.*
Zed Jonathan Director, *Hicksville, N.Y.*
Ronald R. Domescek, *Dansville, N.Y.*
James A. Donaldson, *Tustin, Calif.*
Thomas M. Doolittle, *Floral Park, N.Y.*

William M. Driscoll, *Medford, Mass.*
David A. Dunn, *Potsdam, N. Y.*
Hal M. Dym, *Sands Point, N. Y.*

William T. Easton, *Rochester, N. Y.*
Stephen F. Ehringer, *West Orange, N.J.*
Kevin K. Engelbert, *Nichols, N. Y.*
James B. Erickson, *Avon, Conn.*
Joseph P. Ervin, *Elmira, N. Y.*

Craig A. Feder, *Roslyn Heights, N. Y.*
Stephen Formon, *Orangeburg, N. Y.*
Philip P. Frederick, *Nelliston, N. Y.*
James P. Freeman, *Springwater, N. Y.*
Graham B. Fulton III, *Manchester, Conn.*

Stephen M. Gaines, *Great Neck, N. Y.*
Michael J. Galvin, *Greenwich, N. Y.*
Theodore A. Gardner, *Cincinnati, Ohio*
James H. Garfinkel, *New York, N. Y.*
Wesley M. Garrett, *Hudson Falls, N. Y.*
Karl J. Geil, *Fairport, N. Y.*
George J. Getman, *Constableville, N. Y.*
Thomas W. Gill, *Binghamton, N. Y.*
Ian A. Gilmore, *Chappaqua, N. Y.*
Thomas M. Glavin, *Rochester, N. Y.*
William H. Glenn, *Brooklyn, N. Y.*
Gary I. Goldstein, *Fayetteville, N. Y.*
Sanford Gottlieb, *N. Massapequa, N. Y.*
Costantinos N. Gounis, *Harakopio, Messinias, Greece*
Ian C. Graig, *Wilton, Conn.*
Nicholas A. Grande, Jr., *Rockville, Centre, N. Y.*
Michael P. Graven, *Binghamton, N. Y.*
Kenneth P. Gronningsater, *New York, N. Y.*
Michael J. Grygiel, *New Hartford, N. Y.*
Stephen G. Grygiel, *New Hartford, N. Y.*
Daniel Gutierrez, *New York, N. Y.*

Bruce L. Hall, *St. James, N. Y.*
Robert C. Hamilton, *Seagirt, N.J.*
Kenneth S. Han, *Hartford, Conn.*
Kevin M. Hanlon, *Smithtown, N. Y.*
Finley T. R. Harckham, *New City, N. Y.*
Stephen Harper, *Bernardsville, N.J.*
John P. Hewko, *Port Clinton, Ohio*
Raymond D. Hilton, *New Canaan, Conn.*
Joseph W. Holliday, *Latham, N. Y.*
Ralph A. Hummel, *Huntington, N. Y.*
Converse P. Hunter, Jr., *Rochester, N. Y.*
Harold L. Husovsky, *Cinncinnati, Ohio*

Robin Jackson, *Rome, N. Y.*
Lawrence J. Jaeger, *Garden City, N. Y.*
Robert G. Johnson, *Syracuse, N. Y.*
Robert M. Johnson, *Clayton, Mo.*
Arlin A. Jorge, *Glen Cove, N. Y.*

Richard F. Kadlick, *New Canaan, Conn.*
Kenneth W. Karlson, *Canisteo, N. Y.*
Bradley A. Kaufman, *Roslyn, N. Y.*
Randal J. Keller, *Seneca Falls, N. Y.*
Leigh R. Keno, *Mohawk, N. Y.*
William A. Kerr, *Kettering, Ohio*
David R. Killius, *Berlin, Pa.*
Thomas J. King, *Lakewood, Ohio*
Robert S. Kinkel, Jr., *Williamsville, N. Y.*
Gary W. Klingner, *Old Greenich, Conn.*
John S. Koelbl, *Alden, N. Y.*
Alfred C. Kolls III, *Salisbury, Md.*
John J. Koshel, *Upper Nyack, N. Y.*
Demetrios M. Kriticos, *Athens, Greece*

Mark R. Lacey, *Westbury, N. Y.*
Nam-Yeng Lam, *Brooklyn, N. Y.*
Michael B. Landau, *Paris, France*
William R. Lee, *Rochester, N. Y.*
James M. Lindsey, *Palos Verdes, Calif.*
Thomas P. Livingston, *Morristown, N.J.*
Clifford H. Lyons, *Sellersville, Pa.*

Irving P. Mac Pherson, *Chatham, N.J.*
John A. Magee, *Utica, N. Y.*
Joseph A. Maimone, *Flushing, N. Y.*
Bruce C. Mandia, *Goldens Bridge, N. Y.*
Thomas A. Mariani, Jr., *Frankfort, N. Y.*
Robert F. Marks, *Albany, N. Y.*
Kevin M. Marrinan, *Yonkers, N. Y.*
Stephen A. Mars, *Duluth, Minn.*
Clinton S. Marshall, *Irvington, N. Y.*
Frank A. Martin, *Bethlehem, Pa.*
Bruce H. Matt, *Radnor, Pa.*
John Mc Crea IV, *San Marino, Calif.*
James A. Mc Daniel, *Binghamton, N. Y.*
Joseph M. Mc Geary, Jr., *Fanwood, N.J.*
David L. Mc Gowan, *Clinton, N. Y.*
Kevin M. Mc Larnon, *Braintree, Mass.*
Donald V. McLellan, Jr., *Rome, N. Y.*
William R. Meagher, *Binghamton, N. Y.*
Robert A. Meeker, *Huntington, N. Y.*
David B. Michelman, *Armonk, N. Y.*
Brian D. Middleton, *Hackettstown, N.J.*
Douglas A. Miller, *Cranford, N.J.*
Andrew A. Mitchell, *New City, N. Y.*
Ricky Lee Mobley, *Hornell, N. Y.*
Philip E. Moore, *Schenectady, N. Y.*
Brian A. Murray, *West Nyack, N. Y.*

Bryan S. Nahrwold, *New Canaan, Conn.*
George G. Nehme, Jr., *Utica, N. Y.*

John H. Newkirk, *Mt. Kisco, N.Y.*
Donald M. Nielsen, *Rochester, N.Y.*
Robert A. Noble, *Ogdensburg, N.Y.*

Clarence C. Oliver, *Utica, N.Y.*
Jonathan T. Overpeck, *Westport, Conn.*

David A. Palmer, Jr., *Albany, N.Y.*
Ralph V. Partlow III, *Towson, Md.*
David R. Pearce, *E. Greenbush, N.Y.*
David C. Phelan, *Garden City, N.Y.*
Richard A. Polishuk, *New Hyde Park, N.Y.*

Imad Isa Qasim, *Hasbrouck Hts., N.J.*

Paul J. Raff, *Short Hills, N.J.*
John C. Rau, *New York, N.Y.*
George H. Redman, *Andover, Mass.*
David J. Reed, *Penfield, N.Y.*
Matthew H. Reed, *Hanover, N.H.*
Wade C. Rees, *Rochester, N.Y.*
Andrew J. Reisch, *Hamburg, N.Y.*
Bruce H. Rhodes, *Amherst, N.Y.*
Philip J. Rizika, *Clinton, N.Y.*
George C. Rockas, *Winchester, Mass.*
William M. Romaine, *East Islip, N.Y.*
Stephen A. Root, *Rochester, N.Y.*
Douglas P. Rose. *Little Silver, N.J.*
Gregory M. Rosner, *St. James, N.Y.*
Roland R. Rothenbucher, *Bellerose, N.Y.*
Bruce W. Roy, *Cincinnati, Ohio*
Joshua S. Russell, *New York, N.Y.*

Thomas L. Saeli, *Williamsville, N.Y.*
Michael J. Salmon, *Frederick, Md.*
Lee R. Samowitz, *Hicksville, N.Y.*
James S. Sanzone, *Rome, N.Y.*
Peter M. Scavongelli, *Medford, Mass.*
Mark D. Schaefer, *Providence, R.I.*
Thomas J. Schaumburg, *Glen Head, N.Y.*
Peter N. Schlegel, *Weston, Mass.*
John A. Schlorholtz, *Sylvania, Ohio*
Mark S. Schmollinger, *Aurora, Ohio*
Edward B. Schwartz, *Centerport, N.Y.*
Stancil A. Scott, Jr., *Newburgh, N.Y.*
Nicholas F. Selch, *New York, N.Y.*
William H. Sidford, *Troy, N.Y.*
David K. Smith, *Summit, N.J.*
James A. Smith, *New Canaan, Conn.*
William R. Southworth, *Hopewell Junction, N.Y.*
Thomas R. Spinek, *Syracuse, N.Y.*
Jonathan L. Stern, *Scarsdale, N.Y.*
Donald A. Stewart, Jr., *Glenview, Ill.*
Frederick W. Stone, *Canton, Conn.*

Steven J. Talevi, *Oneonta, N.Y.*
James G. Talpey, *Henrietta, N.Y.*
Michael R. Tamulis, *Dorchester, Mass.*
John C. Tangeman, *Williamsville, N.Y.*
George P. Teel III, *Avon, N.Y.*
Matthew D. Tendler, *New York, N.Y.*
Eric A. Tepper, *Schenectady, N.Y.*
Mark W. Thomson, *Ossining, N.Y.*
Donald W. Torey, *Larchmont, N.Y.*
Gregg A. Tripoli, *Liverpool, N.Y.*

John W. Uhlein III, *New Canaan, Conn.*

Timothy A. Valentine, *Princeton, N.J.*
Mark J. Vallely, *Old Greenwich, Conn.*
Michael J. Van Audenhove, *6330 Cham., Switzerland*

Donald J. Wackerman, *Middle Island, N.Y.*
Gilbert C. Wager, *Nanuet, N.Y.*
Daniel W. Wallace, *Fayetteville, N.Y.*
Timothy C. Warren, *Bedford Hills, N.Y.*
Edward G. Watkin, *Washington, D.C.*
Timothy S. Webb, *Abington, Pa.*
Harold B. Welch, *W. Hartford, Conn.*
Thomas F. Welsh, *Buffalo, N.Y.*
William F. Welsh, *Buffalo, N.Y.*
Marc A. White, *Ithaca, N.Y.*
Miles T. White, *Northfield, Ill.*
Ping Fai Yip, *Kowloon, Hong Kong*
Jim Wong Yow, *Farmington, Conn.*

Joseph M. Zielinski, *New York Mills, N.Y.*
Frederick R. Zimmerman, *Wayne, Pa.*

Class of 1980

Philip J. Accardo, Jr., *Pound Ridge, N.Y.*
Paul V. Aceto, *Schenectady, N.Y.*
Kevin G. Adams, *Larchmont, N.Y.*
Steven M. Adolfi, *Rome, N.Y.*
Michael D. Allentoff, *Rochester, N.Y.*
Guy V. Altree, *Newton, Mass.*
John C. Anastos, *Watertown, Mass.*
John S. Arnold, *Hanover, N.H.*

William C. Baggitt, *Hopewell, N.J.*
Barry A. Baker, *Clinton, N.Y.*
David K. Banker, *Canisteo, N.Y.*
Michael D. Bauman, *Cheektowaga, N.Y.*
Kevin H. Baxter, *Mountain Dale, N.Y.*
Will A. Beebe, *Windsor, Conn.*
Peter A. Bell, *Penfield, N.Y.*
Saul L. Benowitz, *Mamaroneck, N.Y.*
Douglas H. Berlin, *Winnetka, Ill.*
Thomas A. Bernatchez, *Old Forge, N.Y.*

Lee E. Berner, *Woodcliff Lake, N.J.*
Richard Bernstein, *New City, N.Y.*
Clayton L. Besch III, *Averill Park, N.Y.*
Edward R. Bonanno, *Tenafly, N.J.*
David T. Breitbarth, *Matawan, N.J.*
John B. Bridge, *Longmeadow, Mass.*
Robert H. Bristol, *Summit, N.J.*
Craig L. Brooks, *Ridgefield, Conn.*
Douglas S. Brown, *Canton, N.Y.*
James D. Brown, *Fayetteville, N.Y.*
Timothy J. Brown, *Wyncote, Pa.*
Louis J. Bucceri, *New York, N.Y.*
Sean P. Buckley, *Upper Darby, Pa.*
Michael P. Burkhard, *Brantingham, N.Y.*
Stephen J. Bury, *Elmhurst, N.Y.*
Thomas W. Button, Jr. *Summit, N.J.*
Charles T. Byrne, *Bethesda, Md.*

Leonidas G. Cambanis, *Athens, Greece*
David P. Cameron III, *Baltimore, Md.*
Nicholas M. Campbell, *Lake Forest, Ill.*
Thomas A. Canova, *Merrick, N.Y.*
David S. Carman, *Schenectady, N.Y.*
Frederick M. Caswell, *Lincoln, Mass.*
David M. Chanatry, *Utica, N.Y.*
Douglas C. Chandler, *Endwell, N.Y.*
Charles B. Christopher, *Canton, N.Y.*
Claude C. Cicchetti, *Pelham, N.Y.*
John T. Clark, *Jamestown, N.Y.*
Christopher P. Combemale, *New York, N.Y.*
Jeremiah P. Cosgrove, *Clinton, N.Y.*
Andrews J. Coyle, *Cos Cob, Conn.*
Douglas E. Crater, *Richmond, Va.*
Jeremy J.Crockford, *Franklin, Mass.*
Charles B. Cusick, *Weedsport, N.Y.*

Michel D'Arcangue, *Geneva, Switzerland*
Duncan S. Davie, *Spencer, N.Y.*
Stephen P. Davis, *Wilbraham, Mass.*
Sean C. Delaney, *Old Saybrook, Conn.*
Scott J. Dillenback, *Fort Plain, N.Y.*
Franklin G. Dinces, *Huntington Station, N.Y.*
John F. Dirolf, *Malone, N.Y.*
Charles B. Duke, *Littleton, Colo.*

Michael S. Edelstein, *Wellesley, Mass.*
Kevin K. Edwards, *Greenwich, Conn.*
Miles M. Elbert, *Tiburon, Calif.*
Jon E. Englund, *London, England*
Eric D. Exner, *Fairport, N.Y.*

Timothy J. Fagan, *Bow, N.H.*
Robert W. Failing, *Utica, N.Y.*
Eugene T. Falvo, *Utica, N.Y.*

Terrence J. Farrell, *Fayetteville, N.Y.*
Jonathan B. Fellows, *St. Paul, Minn.*
Lionel Ferguson, Jr., *Albany, N.Y.*
Joseph W. Fisher, *Bryn Mawr, Pa.*
Mark K. Follender, *Teaneck, N.J.*
Mark W. Franklin, *DeWitt, N.Y.*
Joseph Frascella, *Trenton, N.J.*
Thomas Freisem, *Conway, Mass.*
Gerald R. French, *Chatham, N.Y.*
Robert E. Fryklund, *Arlington, Va.*

Michael C. Gargiulo, *Los Angeles, Calif.*
Jonathan D. Gartner, *Northport, N.Y.*
Paul S. Gauvin, *Barrington, R.I.*
Seth G. Gelsthorpe, *Hingham, Mass.*
Thomas R. Genton, *Woodridge, N.J.*
John T. Gero, *Deposit, N.Y.*
Robert J. Gilson, *Mt. Kisco, N.Y.*
David H. Gleeson, *Cape Elizabeth, Me.*
Adam R. Gordon, *Middletown, N.J.*
Steven M. Gordon, *Southfield, Mich.*
Gregg N. Gorelick, *Edison, N.J.*
Peter B. Gray, *Proctor, Vt.*
Andrew W. Griffith, *Huntington, N.Y.*
Kelly C. Griggs, *Norwich, Vt.*
John B. Gross, *Laverock, Pa.*
Thomas S. Gwaltney, *Bethesda, Md.*

Scott F. Hage, *Utica, N.Y.*
Jonathan J. Hallenbeck, *Greene, N.Y.*
Jeffrey A. Halpern, *Brooklyn, N.Y.*
Eduardo P. Hamuy, *Santiago, Chile*
Robert H. Hellinger, *Roslyn Heights, N.Y.*
Stephen T. Hesse, *Brimfield, Mass.*
Ralph D. Hickman, *Chestertown, Md.*
Gary J. Hill, *Spencer, N.Y.*
Jonathan T. Hind, *Syracuse, N.Y.*
Michael A. Hirst, *New York, N.Y.*
Henry C. Hong, *Orangeburg, N.Y.*
Thomas A. Howe, *Crownsville, Md.*
William D. Hutchens, Jr., *Fayetteville, N.Y.*

Ronald G. Imboden, *Erie, Pa.*

Stephen R. Jackson, *Shaker Heights, Ohio*
Thomas R. Jamison, *Clinton, N.Y.*
Ronald P. Joelson, *Westport, Conn.*
Gwynn V. Jones, *Utica, N.Y.*
William D. Joyce, *Watertown, Mass.*

John C. Karwacki, *Utica, N.Y.*
Brian F. Keane, *Jamesville, N.Y.*
Craig L. Keast, *Carlisle, Mass.*
Michael W. Kelberman, *Utica, N.Y.*
David A. Kelso, *Walden, N.Y.*
Edward T. Kennedy, *Cincinnati, Ohio*

Philip A. Kesaris, *Ridgefield, Conn.*
Paul H. Keyes, *Windsor, Conn.*
Paul L. Kibler, *Gloversville, N. Y.*
Richard L. Kienle, *Troy, N. Y.*
Sik Kim, *Tokyo, Japan*
Bruce M. Kleinberg, *Rochester, N. Y.*
Ivan O. Kline, *Great Neck, N. Y.*
Mark E. Knapp, *Greenwich, Conn.*
Morton H. Korn, *New City, N. Y.*
Charles W. Kreines, *Brooklyn, N. Y.*
Edward C. Kuhn, *East Aurora, N. Y.*

Robert R. LeClair, *Troy, N. Y.*
Gerald H. Lee, *Great Neck, N. Y.*
John P. Leib, *Wantagh, N. Y.*
Thomas S. Lennox, *Marblehead, Mass.*
Vincent J. Leone, *Cambridge, N. Y.*
David E. Levey, *Binghamton, N. Y.*
Brian J. Lewy, *Long Beach, N. Y.*
John Liranzo, *New York, N. Y.*
Mark D. Litvack, *Rockville Centre, N. Y.*
Thomas L. Lott, *Rochester, N. Y.*

John T. Macci, *Crugers, N. Y.*
John B. MacLaren, *Fayetteville, N. Y.*
Paul W. Magner, *Vestal, N. Y.*
Kevin P. Maguire, *Northport, N. Y.*
Gregory P. Mancusi-Ungaro, *Montclair, N. J.*
Lucien R. Martens, *Weedsport, N. Y.*
Thomas P. Martin, *Jamestown, N. Y.*
Frank Mauran IV, *Providence, R. I.*
Brian V. McAvoy, *Syosset, N. Y.*
Allen F. McCullough, *Cambridge, Mass.*
Michael L. McFadden, *New York, N. Y.*
Robert F. McLean, *Chevy Chase, Md.*
Brian F. McNally, *Brewster, N. Y.*
Peter Thompson Mead, *Westfield, N. Y.*
Michael W. Mecklenburg, *Short Hills, N. J.*
William C. Merritt, *Meridian, Miss.*
Andrew R. Miller III, *Buffalo, N. Y.*
Lawrence N. Milner, *Hopewell Junction, N. Y.*
John B. Mitchell, *Scarsdale, N. Y.*
Craig M. Moore, *East Aurora, N. Y.*
Everett Morss, *Beverly Farms, Mass.*
Eric A. Mosman, *Watertown, Mass.*
John C. Moukad, *New York, N. Y.*
John L. Murad, Jr. *Utica, N. Y.*
William Van Muran, *Brookville, N. Y.*
Patrick M. Murphy, *Forest Hills, N. Y.*

Stephen D. Nash, *Fayetteville, N. Y.*
Frederick D. Nelson, *Shaker Heights, Ohio*

John R. O'Reilly, *Williston Park, N. Y.*
Michael J. O'Conner, *Marblehead, Mass.*
Mark S. O'Keeffe, *Loudonville, N. Y.*
Martin W. O'Toole, *Oswego, N. Y.*
John J. Ogden, *Hamilton, Mass.*

Robert B. Paige, *Syracuse, N. Y.*
Mark A. Pasch, *Utica, N. Y.*
Michael D. Phillips, *APO, New York*
Tom S. Picard, *Shreveport, La.*
Charles F. Pitaressi, *Niagara Falls, N. Y.*
Thomas A. Porter, *Amherst, Mass.*
Lance N. Portman, *Hopewell Junction, N. Y.*
David W. Pratt, *Windsor, Conn.*
Ronald R. Pressman, *Schenectady, N. Y.*
Thomas S. Prout, *New York, N. Y.*
Philip C. Pulver, *Cazenovia, N. Y.*

Michael J. Quinn, *Norwich, N. Y.*

Kenneth D. Rabin, *Rockville, Md.*
Marc B. Randolph, *Mt. Kisco, N. Y.*
Karl J. Raynor, *Alden, N. Y.*
Aaron Reed, *London, England*
Timothy R. Reed, *Utica, N. Y.*
Omar G. Reid, *Boston, Mass.*
John C. Rienzo, *Waterville, N. Y.*
Scott A. Robbins, *New York, N. Y.*
Alan L. Roberts, *Camillus, N. Y.*
Charles L. Robinson, *Wilmette, Ill.*
Eric L. Rosedale, *Chappaqua, N. Y.*
Jeffrey B. Rosenberg, *Port Washington, N. Y.*
Richard M. Rosenfeld, *Monsey, N. Y.*
Michael F. Rosinus, *New York, N. Y.*
Michael B. Rubashkin, *Summit, N. J.*
Philip R. Ruppel, *New York, N. Y.*

Stephen W. Sagman, *Chappaqua, N. Y.*
A.A. Hobbs San Filippo, *New York, N. Y.*
Robert L. Sand, *New York, N. Y.*
Steven B. Sands, *Melville, N. Y.*
Joseph L. Saraceno, *Utica, N. Y.*
Paul A. Sartori, *Elmira, N. Y.*
Donald L. Sawyer, *Southwest Harbor, Me.*
Gene A. Scheer, *Long Valley, N. J.*
Mark Schenkman, *Bridgewater, N. J.*
Michael S. Schiazza, *Stoneham, Mass.*
Sanford B. Schirmer, *Columbus, Ohio*
Brian C. Schu, *Hornell, N. Y.*
Daniel R. Schwartz, *Scarsdale, N. Y.*
David R. Scofield, *Indianapolis, Ind.*
Angelo J. Scott III, *Granville, N. Y.*
James H. Scott III, *Staunton, Va.*
Robert M. Sedor, Jr., *Binghamton, N. Y.*

Jan P. Semba, *Scarborough, N. Y.*
Brian P. Shannon, *Tarrytown, N. Y.*
Robert W. Shively, Jr., *Winston-Salem, N.C.*
Jonathan W. Simms, *Washington, Conn.*
Donald S. Singdahlsen, *Richmond, Va.*
Marc A. Singer, *Bethesda, Md.*
Damian F. Slattery, *Staten Island, N. Y.*
Robert R. Smith , *Cape Elizabeth, Me.*
William E. Smith, Jr. *North Hampton, N.H.*
Henry M. Sneath, *Norristown, Pa.*
David H. Sniadack, *Port Chester, N. Y.*
Alan H. Snyder, *Mattydale, N. Y.*
Franky F. So, *Des Moines, Iowa*
Thomas J. Socash, *Binghamton, N. Y.*
Jonathan S. Springer, *New Castle, N.H.*
Stephen W. Starnes, *Clinton, N. Y.*
Matthew T. Stern, *Pleasantville, N. Y.*
Robert V. Stern, *Glens Falls, N. Y.*
Ralph U. Stone, *Canton, Conn.*
Charles G. Straight, *Chatham, N.J.*
Christopher M. Sugarman, *Mc Lean, Va.*
Mark T.Sullivan, *Medfield, Mass.*
Steven H. Swartout, *Canandaigua, N. Y.*
Jeffrey F. Swain, *East Grand Rapids, Mich.*
Peter H. Swartz, *Sudbury, Mass.*
Stephen J. Symonds, *Providence, R.I.*

Mario F. Tagliagambe, Jr., *Brooklyn, N. Y.*
Mark S. Tarmy, *Belmont, Mass.*
Thomas H. Theimer, *Aurora, N. Y.*
Francis J. Tietje, *Falmouth, Mass.*
Richard Tipperman, *Valley Stream, N. Y.*
Bruce E. Treen, *Syracuse, N. Y.*
William C. Trelease, *Belmont, Mass.*
Michael F. Trevisani, *Utica, N. Y.*
Jeffrey Turkel, *Brooklyn, N. Y.*
Thomas E. Tyler, *Rydal, Pa.*
Andrew J. Tymocz, *Brooklyn, N. Y.*

Francis P. Valone, *Rome, N. Y.*
Derek Van Volkenburgh, *Sayville, N. Y.*
Hugh B. Vickery III, *Washington, D.C.*
Stephen J. Voutsas, *Bayside, N. Y.*

Scott A. Wadsworth, *Clinton, N. Y.*
William S. Waite, *Vestal, N. Y.*
Peter E. Walraven, *Brussels, Belgium*
Christopher M. Walsh, *Irvington, N. Y.*
Robert C. Walsh Jr., *Monticello, N. Y.*
Alan D. Wasserman, *Penfield, N. Y.*
John W. Wayman, *Ithaca, N. Y.*
Sheppard C. Webb, *East Hampton, N. Y.*
William M. Weber, *Rome, N. Y.*
Jonathan S. Welch, *Bloomfield Hills, Mich.*
Dean L. Wetherell, *Sayville, N. Y.*

Keith Whelan, *Hasbrouck Heights, N.J.*
Christopher H. White, *Lindenhurst, N. Y.*
Nathaniel W. White, *Ridgefield, Conn.*
David R. Williams, *Camden, Me.*
Martin G. Williams, *Syracuse, N. Y.*
Carl M. Wolfteich, *Southold, N. Y.*
Scott A. Wood, *Utica, N. Y.*
Robert S. Wool, *Ardsley, N. Y.*

Theodore R. Yoos III, *Lexington, Mass.*

Laurence G. Zoeckler, *Utica, N. Y.*

Class of 1981

John S. Abbott, *Homer, N. Y.*
Peter M. Acquaviva, *Utica, N. Y.*
Lars Albert, *Bromma, Sweden*
Mark C. Aldrich, *Weston, Mass.*
Richard M. Allen, *Milton, Mass.*
Timothy J. Alston, *Watervliet, N. Y.*
Christopher F. Ammirati, *Clinton, N. Y.*
Joseph C. Angelo, *Valley Stream, N. Y.*
Scott E. Armstrong, *Madison, Wisc.*
Franklyn H. Ashby III, *Richmond, Va.*
Charles E. Austin, *Bronx, N. Y.*
Robert W. Avallone, *Chauncey, N. Y.*
John D. Ayer, *Skaneateles, N. Y.*
George D. Aylesworth, *Utica, N. Y.*
Francis G. Babcock, *Rocky River, Ohio*
Thomas S. Balch, *Sheffield, Mass.*
Christopher L. Baldwin, *Sherburne, N. Y.*
Peter A. Ball, *Watertown, N. Y.*
Richard M. Balletta, *Port Washington, N. Y.*
David T. Bartels, *Utica, N. Y.*
Adam L. Beckerman, *New York, N. Y.*
Alex S. Beckjord, *Cincinnati, Ohio*
Jack M. Black, *Liverpool, N. Y.*
David W. Blood, *Orchard Lake, Mich.*
Douglas R. Bond, *Bronxville, N. Y.*
Victor G. Bourdeau, *Massena, N. Y.*
David M. Bowling, *Kenmore, N. Y.*
Thomas N. Bradbury, *Mohawk, N. Y.*
Ted Brandsen, *Amstelveen, Netherlands*
Sanford A. Bristol, *Newtown, Pa.*
Stephen G. Brooks, *Williamsville, N. Y.*
Andrew F. Buteux, *New Hartford, N. Y.*
Gregory A. Bydlinski, *Watertown, N. Y.*
Michael Calognomos, *Athens, Greece*
Thomas D. Campbell, *Hammondsport, N. Y.*
Robert W. Carey, *Endwell, N. Y.*
David L. Carlson, *Terre Haute, Ind.*
Steven F. Carman, *Deerfield, Ill.*
Richard A. Cascio, *Atlanta, Ga.*
Frank A. Cecere, *Baldwin, N. Y.*
Robert G. Chassin, *Manhasset, N. Y.*

Kenneth F. Chiquoine, *Clinton, N. Y.*
Donald H. Christakos, *Cazenovia, N. Y.*
Stephen W. Clark, *Jamestown, N. Y.*
Thomas M. Clement, *Rochester, N. Y.*
Robert C. Clobridge, *Binghamton, N. Y.*
Peter B. Coffin, *Buffalo, N. Y.*
Mark William Coley, *Ridgeway, Ontario*
Daniel L. Colwell, *Endwell, N. Y.*
Scott G. Comstock, *Brockport, N. Y.*
David K. Conn, *Lewiston, N. Y.*
Robert D. Constable, *Washington, D.C.*
Douglas P. Corazza, *Old Tappan, N.J.*

Mark J. D'Amico, *Skillman, N.J.*
Roger W. Dane, *Lincoln, Mass.*
Daniel W. Davis, *Clinton, N. Y.*
David C. Davis, *Clinton, N. Y.*
Hugh R. Davis, *Cooperstown, N. Y.*
Stephen A. DeSalvo, *Kings Park, N. Y.*
Louis P. DiCerbo, *Schenectady, N. Y.*
Vincent B. DiMiceli, *Bronxville, N. Y.*
Robert M. Doig, *Swarthmore, Pa.*
James H. Dowling, Jr., *Lake Forest, Ill.*
James F. Doyle, *Wethersfield, Conn.*
John M. Doyle, *Forest Hills, N. Y.*
William J. Dunwoody III, *Murryville, Pa.*

Jonathon P. Eder, *APO, N. Y.*

Michael G. Feagan, *Geneseo, N. Y.*
Andrew M. Fischer, *East Hampton, N. Y.*
Steven N. Flanzman, *Hillsdale, N.J.*
Craig A. Flinner, *Baltimore, Md.*
Dennis R. Floss, *Buffalo, N. Y.*
Michael J. Francis, *Burlington, Mass.*
Steven H. Friedlander, Bronx, N. Y.
Howard R. Friedner, *Great Neck, N. Y.*
Alan G. Front, *Huntington, N. Y.*
John R. Fudyma, *Utica, N. Y.*

David A. Gedzelman, *Spring Valley, N. Y.*
Jon A. Gilbert, *Scarsdale, N. Y.*
Lawrence T. Gilroy, *New Hartford, N. Y.*
Ross L. Gnesin, *Oradell, N.J.*
Leigh R. Goehring, *Princeton, N.J.*
Bruce R. Graveley, *Lowville, N. Y.*
Philip A. Greenough, *Watertown, Mass.*
Jeremy H. Greshin, *St. James, N. Y.*
Mark R. Grewe, *Middletown, N.J.*
Edward R. Grieve, *Maple Glen, Pa.*
Mark E. Griffin, *Norwich, N. Y.*
Kevin M. Grimmer, *Utica, N. Y.*
James E. Hacker, *Utica, N. Y.*
Richard M. Haley, *Watertown, Mass.*
David T. Harmon, *Roslyn, N. Y.*

William I. Haslun, *Granby, Conn.*
David M. Hayes, *Coventry, Conn.*
Nathan M. Hayes, *Clinton, N. Y.*
Kenneth E. Higgins, *Fairfield, Conn.*
Steven C. Hinz, *Stony Brook, N. Y.*
Kenneth G. Howe, *Windsor, Conn.*
Nathaniel C. Hunter, *Rochester, N. Y.*

Stephen B. Ingersoll, *Evanston, Ill.*
Joseph Iorio, *Flushing, N. Y.*
Randall O. Isaac, *Syracuse, N. Y.*

William A. Jacobson, *Rosyln Estates, N. Y.*
Theodore R. Jaeckel, Jr., *Sarasota, Fla.*
Jonathan S. Jahr, *Old Westbury, N. Y.*
Thomas J. Jasinski, *Utica, N. Y.*
Russell C. Jensen, *Westfield, N. Y.*
Robert A. Jigarjian, *Palm Springs, Calif.*
Mark R. Johnson, *Weston, Conn.*

Robert E. Kaplan, *South Orange, N.J.*
John S. Keim, *Millington, N.J.*
Timothy S. Keiter, *Sauquoit, N. Y.*
Geoffrey A. Kelafant, *Elmira, N. Y.*
Richard P. Kelly, *Lowville, N. Y.*
Alexander C. Kemos, *Chelmsford, Mass.*
Robert A. Kerr, *Dayton, Ohio*
David T. Kettig, *Middletown, N. Y.*
Michael P. King, *Tokyo, Japan*
James J. Kizielewicz, *Buffalo, N. Y.*
Craig L. Knutson, *Shrewsbury, Mass.*
Stanley J. Koehler, *Amherst, Mass.*
Paul M. Kogut, *Evanston, Ill.*
Konstantin C. Koulouvatos, *Athens, Greece*
Albert L. Kraus, *Snyder, N. Y.*

Kevin J. Lacey, *Port Jefferson, N. Y.*
Robert T. Lamitie, *Delmar, N. Y.*
Craig R. Lasher, *Lockport, N. Y.*
James K. Leeper, *Scarsdale, N. Y.*
Peter M. Lorber, *Glen Cove, N. Y.*
Norman L. Lyster, *Plymouth, N. Y.*

Martin L. MacDonald, *Rochester, N. Y.*
Robin R. Mancuso, *Brightwaters, N. Y.*
Thomas G. Markees, *Aurora, N. Y.*
William M. Martin, *Syosset, N. Y.*
Daniel J. Martineau, *Gladwyne, Pa.*
Louis P. Massa, *Jamesville, N. Y.*
John M. McCormack, *Tenafly, N.J.*
Patrick F. MacCormack, *East Granby, Conn.*
Roderick R. McLaughlin, *Syracuse, N. Y.*
Scott D. McLellan, *Rome, N. Y.*
Daniel J. McAloon, *Alexandria Bay, N. Y.*

Joseph T. McCann, *Binghamton, N. Y.*
John J. McElroy IV, *Paoli, Pa.*
Paddy J. McGuire, *Juneau, Alsk.*
Brian C. Meegan, *Buffalo, N. Y.*
George M. Merriman, *Burlington, Conn.*
Michael G. Metz, *Syracuse, N. Y.*
John D. Meyer, *Syracuse, N. Y.*
Richard D. Miller, *New Hartford, N. Y.*
Andrew K. Mittag, *Ardsley, N. Y.*
Robert A. Moore, *Lincoln, Neb.*
John P. Morrill, *Framingham, Mass.*
James E. Morris, *Port Washington, N. Y.*
Thomas C. Morris, *Norwich, N. Y.*
Paul C. Mundinger, *Rye, N. Y.*
Patrick L. Murphy, *Lockport, N. Y.*
Sean B. Murray, *Great River, N. Y.*
John A. Musselman, *Ogdensburg, N. Y.*

David J. Nagel, *Orchard Park, N. Y.*
Mark E. Nagle, *North Quincy, Mass.*
David Neier, *New York, N. Y.*
John M. Neufang, *Solvay, N. Y.*
Scott W. Newman, *Calistoga, Calif.*
Andrew E. Nill, *Williamsville, N. Y.*
James K. Noble III, *Bronxville, N. Y.*
Brandon A. Nordin, *London, England*
John M. Nulty, *Fort Salonga, N. Y.*

John F. O'Brien, *Syracuse, N. Y.*
Stephen P. O'Dowd, *Waterville, N. Y.*
Sean M. O'Haire, *Vero Beach, Fla.*
Jay J. Ohlsten, *Chappaqua, N. Y.*
Jeffrey L. Overholtzer, *Schenectady, N. Y.*
Aart J. Oxenaar, *Arnhem, Netherlands*
Erinch R. Ozada, *Mersin, Turkey*

Peter T. Paganelli, *Williamsville, N. Y.*
Joel A. Panara, *Rome, N. Y.*
Frank Panza, *Brentwood, N. Y.*
Kenneth B. Parlin, *Livingston, N.J.*
Richard K. Parrott, *Alexandria, Va.*
William C. Pasnau, *Los Angeles, Calif.*
John R. Phillips, *Saratoga Springs, N. Y.*
Timothy Pickering Jr., *Bryn Mawr, Pa.*
Erik A. Pierson, *Brunswick, Me.*
Robert Pigott, *Jackson Heights, N. Y.*
Paul J. Pillmore, *Rome, N. Y.*
Joseph A. Pinkes, *Syracuse, N. Y.*
David L. Pitman, *Endicott, N. Y.*
Timothy S. Plummer, *Horseheads, N. Y.*
James D. Pollan, *Duluth, Minn.*
Samuel J. Post, *Smithtown, N. Y.*
Mark S. Potenza, *Utica, N. Y.*

Michael N. Radziwon, *Rochester, N. Y.*
Robert T. Raemsch, *West Oneonta, N. Y.*
Jared L. Randall, *Montclair, N.J.*
Jonathan B. Randle, *Silver Spring, Md.*
James B. Reach, *Ridgefield, Conn.*
Robert E. Reid, *Williamsville, N. Y.*
Gary P. Rejebian, *Binghamton, N. Y.*
Kevin F. Rexford, *Canton, N. Y.*
Thomas E. Richardson, *Massapequa, N. Y.*
James M. Riordan, *Lantana, Fla.*
Frederick C. Rittner, *Westport, Conn.*
James H. Rosenfield Jr., *Scarsdale, N. Y.*
James E. Rosettie, *Corning, N. Y.*
Mark J. Rothdiener, *Oriskany, N. Y.*
Carlton A. Ruiz, *Bronx, N. Y.*
Peter D. Russo, *Orange, Conn.*
Dale M. Rutstein, *Amherst, Mass.*

Jeffrey A. Salkin, *New York, N. Y.*
Scot E. Samis, *St. Petersburg, Fla.*
Keith W. Sawyer, *Skaneateles, N. Y.*
Philippe A. Saxe, *Indialantic, Fla.*
Michael J. Scherhaufer, *Castle Creek, N. Y.*
James R. Schleicher, *Hampton Bays, N. Y.*
David Schleifer, *Maadi, Egypt*
Jonathan W. Schooler, *Washington, D.C.*
Michael L. Scott, *Wayne, Pa.*
Marc A. Seidenberg, *Oceanside, N. Y.*
Douglas A. Sgarro, *Flushing, N. Y.*
Sinan H. Shemi, *Mersin, Turkey*
George M. Sheridan, *Ardmore, Pa.*
Jeffrey E. Short, *Stormville, N. Y.*
Edward A. Silver, *Syosset, N. Y.*
Kevin L. Smith, *Syracuse, N. Y.*
Roger T. Smith, *Bearsville, N. Y.*
Richard R. Socash, *Binghamton, N. Y.*
John S. Speaker, *Brockport, N. Y.*
Ronald L. Spencer, *Norfolk, N. Y.*
Michael W. Stankiewicz, *North Abington, Mass.*
David H. Steinwedell, *West Hartford, Conn.*
Scott A. Stewart, *Needham, Mass.*
Stephen A. Strokis, *Piscataway, N.J.*
Stewart L. Stryker, *Boston, Mass.*
Michael Supplies, *Cheektowaga, N. Y.*
Gary Suslavich, *Darien, Conn.*
Andrew R. Swords, *Ossining, N. Y.*

Henry P. Talarico, *Utica, N. Y.*
Thomas J. Tamburelli, *Vineland, N.J.*
Adnan O. Taner, *Istanbul, Turkey*
Robert E. Tate, *Delmar, N. Y.*
Mark S. Tinklepaugh, *Endwell, N. Y.*
Paul C. Tobin, *Ho-Ho-Kus, N.J.*
Andrew Tow, *Pound Ridge, N. Y.*

Robert W. Ulbrich Jr., *Chester, Vt.*
Gordon R. Urquhart, *Irvington, N. Y.*

James P. Volcker, *New York, N. Y.*

Thomas G. Wales, *Greenwich, Conn.*
James S. Wall, *Hingham, Mass.*
John F. Walsh Jr., *Larchmont, N. Y.*
John B. Ward, *Baltimore, Md.*
William J. Waskowitz, *New Britain, Conn.*
Carl E. Watt, *Stratford, Conn.*
Patrick T. Wedlock, *Rome, N. Y.*
Bruce J. Weir, *Smithtown, N. Y.*
Christopher N. Weiss, *Wilmington, Del.*
Eric C. Weston, *New Hartford, N. Y.*
Jon C. Whitcomb, *Hanover, N. H.*
Gregory L. White, *Ithaca, N. Y.*
Walter A. Wichern III, *New York, N. Y.*
Gregory T. Williams, *Syracuse, N. Y.*
Stuart C. Williams, *Falmouth, Me.*
Stephen K. Williams Jr., *Trappe, Pa.*
John W. Wilsey, *Riverside, Conn.*
David C. Wilson, *Edinburgh, Great Britain*
John P. Woods, *Canajoharie, N. Y.*

Peter S. Yu, *New York, N. Y.*

George R. Zippel, *Westbury, N. Y.*
Joseph A. Zizzi, *East Aurora, N. Y.*

Index

A

Academic Program, 9
Academic Purpose and Goals, 7
Academic Regulations, 12
Academic Year in Spain, 18
Acceleration, academic, 14
Administrative officers and staff, 200
Admission, deferred, 25
Admission requirements, 24-25
Advanced placement, 26
Advising, academic, 9-10
Afro-Latin Center, 37
Alumni Association Scholarships, 168-169, 171
American Studies, courses in, 100
Anthropology, courses in, 49-51
Application fee, 27
Art, courses in, 51-53, 119-124
Art exhibitions, 43-44
Art lending library, 44
Asian Studies, concentration in, 100-101
Athletic facilities, 46
Athletic policy, 46
Athletic program, 46-47
Awards, academic, 174-182

B

Bills, issuance and payment of, 29
Biology, courses in (*see Life Sciences*)
Bristol Campus Center, 37
Burke Library, 35
Business, preparation for career in, 21
Buttrick Hall, 38

C

Calendar, college, 2
Campus, 35-47
Career Center, 22
Career planning,
(*see Post-graduate planning*)
Chapel, 37
Chemistry, courses in, 54-55
Chinese, courses in
(*see Critical Languages*)
Choir, 44-45
Classics, courses in, 55-58
Classical Civilization, courses in, 57-58
Clubs, student, 41-42
College Board tests, 25
College Scholarship Service, 30
Committees, faculty, 198-199
Computer Center, 36
Concentration requirements, 10
(*see also individual departments*)
Concerts, 44
Cooperative programs with neighboring colleges, 19
Courses, dropping, 12
Courses, Hamilton, 49-99
Courses, Kirkland, 105-164
Courses, overelection, 27-28
Courses, selection, 9-12
Creative Writing, 110-112
Credit, summer school, 14, 17
Critical Languages, 130
Curriculum, 9-11, 17-19

D

Dance, courses in, 112-113
Debate, 41
Degree requirements, 10-11
Degrees, conferral, 11
Dentistry, careers in, 20
Deposits, 27
Dining halls, 38
Dismissal, honorable, 14
Dormitories, 38
Dramatics, 45

E

Early admission, 25-26
Early decision, 25
Economics, courses in, 58-61
Education, courses in, 61-62
Education, preparation for careers in, 20-21
Employment, student, 33
Endowment, 27
Engineering, preparation for careers in, 18-19
English, courses in, 63-67
(*see also Literature*)

Environmental Studies, courses in, 67
Examinations, entrance, 25
Examinations, special, 17, 29
Expenses, 27-29

F
Faculty, Hamilton, 189-199
Faculty, Kirkland, 202-206
Fees, 27-29
Fellowships, 177-178
Film, courses in, 119-120
Foreign Languages, concentration in, 67
Fraternities, 42-43
Free Church of Clinton, 43
France, Junior Year in, 18
French, courses in, 92-94

G
Geology, courses in, 67-69
German, courses in, 69-71
Government, courses in, 71-75
Grades, 12-13
Grade requirement, 13
Graduation fee, 29
Graduation requirements, 10-11
Greek, courses in, 56
(*see also Critical Languages*)
Guarantee deposit, 27

H
Hamilton, Alexander, 4
Hamilton Oneida Academy, 4
Health Center, 38
Hebrew, courses in, 130
Higher Education Opportunity Program, 19
History, college, 4-5
History, courses in, 75-79, 124-128
History of Science, courses in, 108, 147-149
Honorary societies, 15-16
Honor system, 40
Honors, commencement, 15
Honors, departmental, 15
Honors and awards, 15-16

I
Independent coverage of course work, 17
Independent study, 17
Insurance coverage, 28
Interview, admission, 25
Italian, courses in, 97
(*see also Critical Languages*)

J
Japanese, courses in,
(*see Critical Languages*)
Jewish services, 43
Joint Programs, 100-104
Judiciary Board, 40
Junior Year in France, 18

K
Kirkland, Samuel, 4
Kirkland College, 5, 39
Kirkland courses, 105-164
Kirkland faculty, 202-206

L
Latin, courses in, 56-57
Law, preparation for careers in, 20
Lectures, 45
Library, 35
Life Sciences, courses in, 101-104
Literature, courses in, 107, 130-142
Loans, 33

M
Map of campus, (*see inside back cover*)
Mathematics, courses in, 79-81, 149-150
Medical service, 28, 38
Medicine, preparation for careers in, 20
Minority group applicants, 24
Munson-Williams-Proctor Institute, 43
Music, courses in, 81-83
Music, student organizations, 44-45
Musical instruments, 45

N
Newspaper, student, 40-41

O
Over-all fee, 27-29
Observatory, Peters, 37

P
Pass-fail option, 13-14
Phi Beta Kappa, 15
Philosophy, courses in, 83-86, 142-146
Photography, courses in, 119-120
Physical education requirement, 10, 46-47
Physician, college, 38
Physics, courses in, 86-88
Portuguese, courses in,
(*see Critical Languages*)
Post-graduate planning, 20-22
Prize scholarships, 174-176
Prizes, 178-182
Psychologist, clinical, 38
Publications, student, 40-41

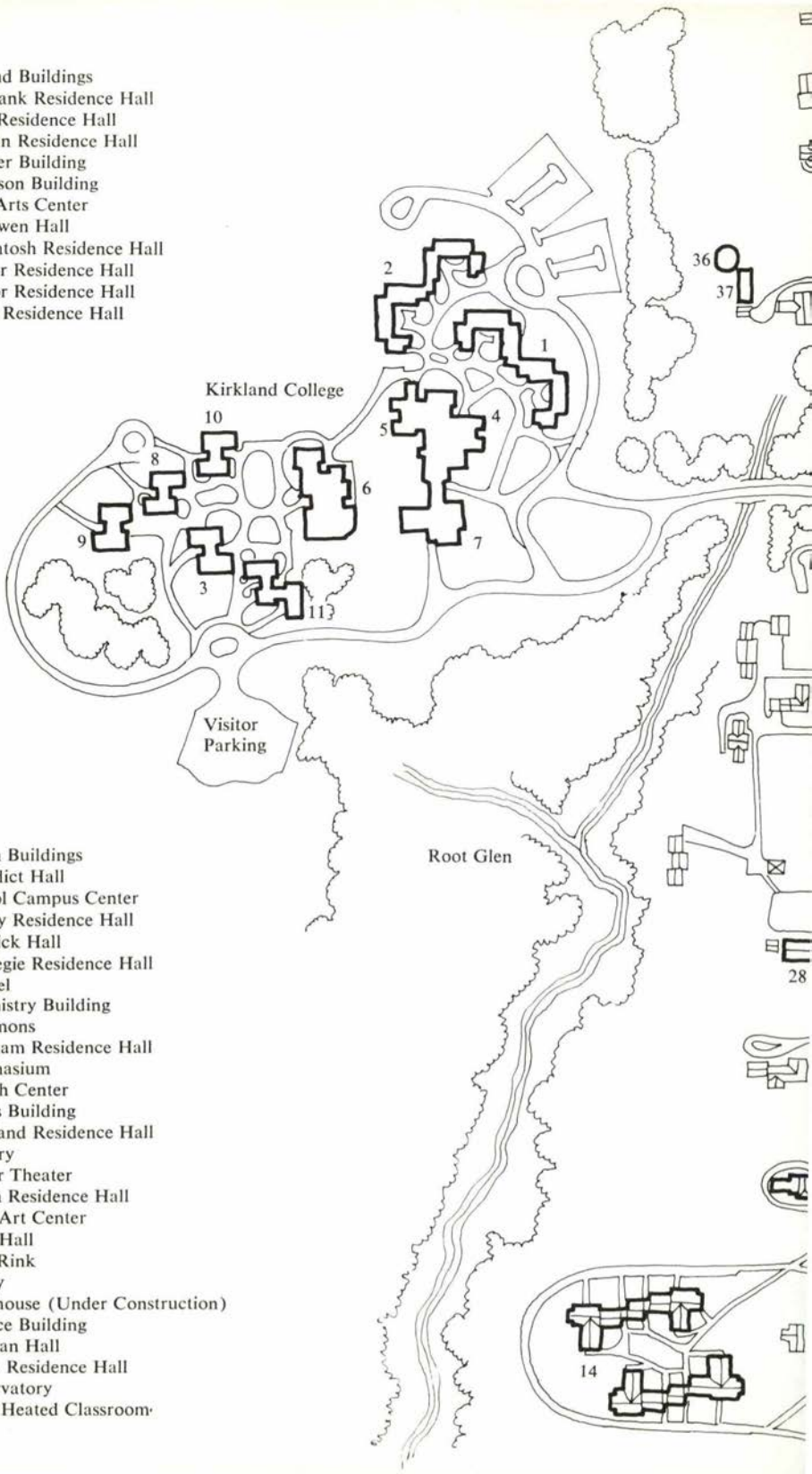
R
Radio station, student, 37, 41
Record library, 44
Refunds, 29
Registration, 26
Registration deposit, 27
Religion, courses in, 90-92
Religious services, 43
Residence requirement, 11
Roman Catholic services, 43
Romance Languages, courses in, 92-97
Room and board charges, 27-28
Root Art Center, 36, 43-44
Root Glen, 35
Root Hall, 36
Russian, courses in, 97-98

S
Scholarships, General, Special, and Prize, 166-176
Scholarship requirements, 31-32
Science, preparation for graduate study in, 21
Secondary school preparation, 24
Senior Fellowship Program, 18
Service Organizations, 42
Sigma Xi, 16
Social fee, 29
Spain, Academic Year in, 18
Spanish, courses in, 95-97
Special programs, 17-19
Speech, courses in, 98-99
Standards for written and oral work, 13
Students, list of, 210-220
Student employment, 33
Student government, 41
Study abroad, 17-18
Suspension from college, 14
Swedish, courses in
(*see Critical Languages*)

T
Teaching, preparation for careers in, 20-21
Theater, courses in, 115-118
Theatre and Drama, concentration in, 104
Transfer applications, 26
Trustees, Board of, 187-188
Tuition and fees, 27-29
Tuition payment plans, 29

W
Washington, Term in, 18
WHCL-FM, 37, 41
Winter Term, 11

Kirkland Buildings
1. Milbank Residence Hall
2. "B" Residence Hall
3. Keehn Residence Hall
4. Kirner Building
5. Johnson Building
6. List Arts Center
7. McEwen Hall
8. McIntosh Residence Hall
9. Major Residence Hall
10. Minor Residence Hall
11. Root Residence Hall



Hamilton Buildings
12. Benedict Hall
13. Bristol Campus Center
14. Bundy Residence Hall
15. Buttrick Hall
16. Carnegie Residence Hall
17. Chapel
18. Chemistry Building
19. Commons
20. Dunham Residence Hall
21. Gymnasium
22. Health Center
23. James Building
24. Kirkland Residence Hall
25. Library
26. Minor Theater
27. North Residence Hall
28. Root Art Center
29. Root Hall
30. Sage Rink
31. Lobby
32. Fieldhouse (Under Construction)
33. Science Building
34. Silliman Hall
35. South Residence Hall
36. Observatory
37. Solar Heated Classroom